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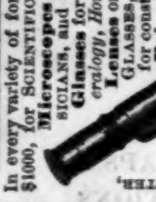

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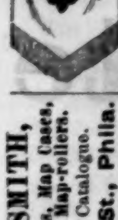

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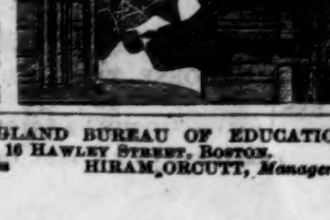

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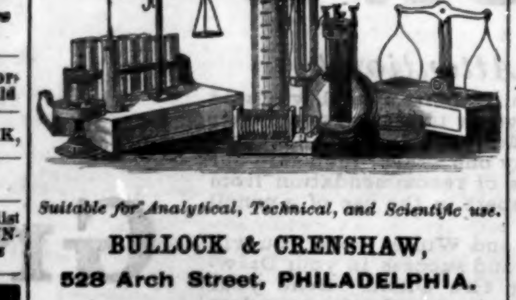

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THE MIDNIGHT VIGIL.

BY LOUISA P. HOPKINS.

Into the room she entered to sit beside her dead,
Into the midnight silence, the presence still and dread:
The door was closed behind her, the pitying friends shut out,
And only death's sad angel encompassed her about.

They listened for her sobbing, they waited for her wail,
Nor knew that she had entered with him "within the veil."
Love strong as death had conquered, the veil was rent in twain,
And souls of wife and husband embraced beyond the pain.

The bells of thousand cities were sobbing o'er the land,
A million hearts were grieving from darkened strand to strand,
The deep sea-pulses beating in words of royal ruth,
The sorrowing earth was girdled in sympathetic truth.

But in that holy chamber, on Heaven's threshold-stair,
Their beatific spirits above all tears and prayer
In blessed love embosomed at Heaven's open door,
They met whom death's hard parting made one forevermore.

Who knows in what fond accents they tell their life-dream o'er,
Love uttering all its fullness upon that radiant shore,
In faith's transfiguration forgetting all the woe,
While heavenly peace about them doth like a river flow?

Legions of angels gather, the glory waxes bright,
No mortal soul may linger amid celestial light;
Unclasp the close-linked spirit for yet a little space,
While the immortal martyr looks on his Father's face.

* * * * * * * *

The minute-guns are booming, the flags are drooping low,
The dawn is faintly breaking upon a nation's woe;
They wait in anxious vigil, within that cottage hall,
For the worn and weary watcher by her husband's shroud and pall.

She stirreth in the chamber, she looketh on her dead,
She leaves her wifely kisses upon his brow and head;
His pierced and broken body on his country's altar lies,—
Lamb without spot or blemish, a willing sacrifice!

One word of Heaven she whispers above his folded palms;
It breathes upon the silence like the swell of seraph-psalms;
It shall calm the angry factions, and thrill the wide-land through,—
"Father, forgive thy people, for they know not what they do."

But heart and flesh are failing, she can no longer stay;
Back to your tender comforting, she falleth on the way;
The long, sad night is waning, give her your loving care,
He sees you entertaining his angel unaware.

Immortal strength be given, immortal love be left,
Though for a little season they be of each bereft;
He to prepare a mansion in an eternal home,
She with his children waiting till God shall bid them come.

PUBLIC OPINION.

The Atlanta Exposition is full, and no more applications for room can be received. That is pretty good evidence that somebody is alive to its importance, whether the Georgia Legislature is or not. We look for the best results from this exhibition of the resources of an important section of our country, and we hope it will lead to a free intermingling of the people of the North and South.—*Boston Herald.*

Summer Schools.—The New York *Times* doubts the expediency of summer schools, and sums up its objections to them as follows: "They take away from those who attend them, in the shape of intellectual and nervous exhaustion, far more than in the aggregate they are able to impart. The seeing and knowing bright people, the intellectual and social exchange, is the chief thing they are good for, but even this good is purchased at the expense of the renewed vitality which one ought to bring from his vacation into his autumnal work."

Extent of the Teacher's Authority. — This whole subject of school government is so interwoven with, and correlated to, the home government that no dividing line can be practically drawn by which we can definitely determine the limits of the teacher's authority. The statute law leaves the boundaries unsettled; the courts go no farther than to suggest that the relations sustained to the child by both teacher and parent are very closely allied in their nature and authoritative scope. The home government varies so widely in tone, in different families, that the teacher is placed in a most delicate position. To be able to conduct a school for a definite period, to direct the line of study, to maintain a healthy, growing interest in school-work, to lead a majority of the class to a successful issue when tried by the examiner's measure,—to be able to do all this without opposition both from within and without, is beyond the limits of the possible. To measure a teacher's ability and skill in government by the internal dissensions that often arise, or by the bitter opposition of a few patrons, or even by what appears from the noisy few to be a popular movement against the teacher, is not a conclusive test.—*Supt. T. A. Crawford, Portland, Oregon.*

President Garfield in England.—It is not an exaggeration to say that of the 83,000,000 people who now think in English, there were not fifty who would not have made some sacrifice to aid the late President in his struggle for life. This fact may yet affect the history of the world. *All Englishmen are interested in the only Englishman who reigns by election, and solicitous that he do nothing lowering an office that half of them feel must one day exist in England. — London Spectator.*

The School and the Citizen. — An excellent school is one which furnishes excellent citizens; that makes some material contribution to the culture, ability, and character of the community, by whose fostering care it is sustained. The public school is not a gift, but a loan; not something to be squandered, but gratefully used.—*Prin. Geo. A. Brown, Vermont.*

Unity of Education.—The people of Texas at present are from "the ends of the earth," but the sons of these fathers will have a oneness of country and a oneness of purpose in life,—the developing and improving and ornamenting their State, making her famous among her sisters. A State pride will be fostered; there will be an indescribable crystallization of the higher sentiments,—duties to our country and to ourselves in morals, manners, and religion,—brought about by attending this university. Young men meeting and mingling together, laboring and rejoicing at the same time, in the same departments of learning,—in the same lecture-rooms, in the same laboratories, in the same libraries, in the same museums, in the same gymnasiums, upon the same play-grounds, in the same churches, at the same altars. These are the associations that cultivate imperceptibly the *esprit de corps*, the pervading spirit of culture and study that must and does infuse itself into the minds and hearts of a body of young men receiving, and imparting too, the daily instructions of learned and enthusiastic teachers, all mellowed and hallowed by the sweet influences of polite society.—*Alex. Hogg, Texas.*

"Garfield," said a distinguished Jewish speaker in Washington, "needs no monument of cold, hard stone, carved full of sentences full of superfluous praise, to perpetuate his suffering martyrdom or honored glory. The hearts of men for all time to come will be deeply graven with pulsating epitaphs. Let the people rather seek to utilize this occasion, when every heart is filled with pity, to show their sorrow in a most fitting manner, and build to his memory a house wherein the suffering incident to humanity might be appeased, — a hospital in its most complete sense, and located here in Washington where his life was sacrificed; here where hundreds of thousands of visitors would see the memory of the great statesman perpetually honored."

— Mr. Peaslee thinks that when pupils get ninety-six or ninety-eight per cent. in arithmetic, something is wrong. He would have pupils get *sense*, rather than *per* cents.

WHERE SHALL OUR INDIAN BROTHER GO TO SCHOOL? — (II.)

BY ALFRED L. RIGGS, NEBRASKA.

In a former paper we asked the question, — Where should he go to school? and the clear answer was,—At home. Instead of deporting him a thousand miles to an eastern school-house, let the best schools of the East be brought to him. And this should be the great work to which our Government should now lend its help, instead of pauperizing them by rations. If we are now ready to prepare for a thorough and sensible effort for the education of the Indian, it will be helpful to look over the ground and see what is now being done for his schooling within the bounds of the Indian's own country. Imperfect as it may be, it must be our starting-point for anything better.

Glancing at the 909 children of the famous Six Nations, who are going to school at an expense to the State of New York of $15,863, and the 35 children of the same stock for whose last year's school-bills the State of Pennsylvania spent the sum of $325, we pass to the so-called Five Civilized Tribes of Indian Territory, who report 6,098 children in their schools, supported at an expense of $186,359 out of their own funds. Other smaller tribes are schooling 207 children, and are paying out of their own funds $748 a year. Among all the other Indian tribes, the United States Government, with the help of the missionary societies, is educating 6,089 children at a yearly expense to the Government of $182,042, and to the missionary societies of $31,010, or a total expense of $213,052; so that we find a grand total of *thirteen thousand three hundred and thirty-eight* Indian children, who last year attended school at home, at a cost of $422,970. This will be news to some who suppose the 446 Indian pupils taught at Carlisle, Hampton, and Forest Grove comprises all that is being done for Indian education in this country.

At these three institutions there was spent, last year, by the Government,—at Hampton, for 66 Indian pupils, $7,500; at Carlisle, for 300 hundred pupils (the average attendance was 165), $58,257; and at Forest Grove, for 80 pupils, $5,000. Benevolent contributions have been furnished during the same time, — to Hampton, $13,726, and to Carlisle, $2,194, besides "books, furniture, and clothing." It is not to be supposed that the education of all, or of the majority of those thirteen thousand three hundred children is very much advanced. But the fact that they attend school at all, and are, without doubt, learning something, is worth much. And some of them are receiving as good teaching, and are learning as much, as at Carlisle or Hampton.

These are the school-house statistics. But, in the

industrial education of the people, every United States Indian agency, and every mission, is doing a work that cannot be tabulated. Even in the matter of learning trades, the *three hundred and fifty-eight apprentices* scattered among the various Indian agencies would make a large school themselves, if only gathered together. But they are doing better as they are, only that we need to gather them together in our thoughts in order to justly judge what is being done for the education of the Indian in this department.

All this is only a beginning; but it is a very considerable beginning. It furnishes ready to hand a good foundation for the enlarged and improved work we believe the citizens of this Republic are ready to authorize and demand. We are far ahead of what we might be, with no schools or teachers in the Indian country, and only four or five hundred newly-captured savages in a few eastern schools.

The first thing to be done is to organize better, both the corps of workers on the ground and the managing Bureau in Washington. On the ground, it is necessary that teachers should be protected from frequent and causeless removal. Their present tenure of office is perhaps about two years. And one reason why the missionary force is generally more effective than the secular force lies just here,—in the uncertain tenure of position under Government appointment. One thing is quite necessary,—that the schools be removed from the jurisdiction of the Indian agent. And having secured the foundation for an efficient teaching corps, in a better system of appointment and tenure of office, the next thing we need is suitable supervision. It is enough to say that, so far as the United States Government is concerned, it has no arrangement for any inspection of its school-work. What is done is done incidentally. The Indian inspectors we have are chiefly employed and engrossed in looking after the commercial side of the service. Their main objective-point is the Indian agent. Among the five civilized tribes there is some attempt at superintendence; how efficient it is we cannot say. But even they need the stimulus and help of qualified and energetic government superintendents working along with them. When one thinks of it, it is beyond comprehension how our Government can dare to carry on this work in such a shiftless way.

The last report of the Board of Indian Commissioners gives the first public utterance to this call for Indian school superintendence. But it calls only for the "undivided labors of one" man "who is competent." Instead of one, there should he six "undivided" men, each having his own district no larger than he can work up thoroughly, in which he can know personally of the wants of his schools and the efficiency of his teachers.

And now, in regard to the organization of the bureau of management at Washington. It is hardly worth while to say *re*-organization, for there is hardly anything to start on. Will those interested in this problem of Indian education believe it, if told that for a considerable time the two most important branches of the whole Indian service, the medical service and schools, were under the charge of *one antiquated clerk*. Indeed, whatever of efficiency is displayed in the educational branch of the service is largely due to the incidental labors of one connected with the Indian Bureau, who ought to be chief clerk of the Educational Department of the bureau which should be created.

Another suggestion has been made, which, if practicable, would be still better: Put the Indian schools under the charge of the Educational Bureau, and General Eaton. There they would have the advantage of the freshest blood in school-work to be had in the country, and gain at a step what otherwise it may take years to work out under the old shell. With some such organization for service then push out and extend the work. There need be no lack of money. Let a portion of the millions now spent for feeding the Indians be cut off each year, — say a fifth, — and the amount spent for schools increased each year by the same amount. This would be a munificent endowment.

Will not the friends of education, everywhere, join in a movement to secure to every Indian child a chance to go to school? It will not come to him of its own accord. The slip-shod, do-nothing way always has the upper hand, until the friends of honest work demand something better. And let all the friends of the Indian now push this point. The time is favorable for a new movement in this direction. With a new Congress we may expect some changes in the management of Indian affairs. Let the true friends of the Indian see to it that it is a change for the better,—not some temporary makeshift, but the laying of foundations as large as the edifice to be erected.

THE PRESIDENT AND THE PEOPLE.

BY A. D. MAYO.

[An Address delivered in the First Congregational Church, Lexington, Mass., Sunday morning, Sept. 25, 1881.]

On the third day of last July, I came to Lexington for a Sunday service with the people of this church, which overlooks the first battle-ground of the Revolution. On my way I was overwhelmed by the mournful intelligence of the assassination of the President of the United States, and we all assembled here, that morning, in hourly expectation of his death. The place and time of our assembling impressed me, that day, as wonderfully suggestive, — almost symbolical of the character and career of the illustrious man whose death we now deplore.

Just outside the door of our sanctuary stretches the village common, hallowed by the first blood of the Revolutionary War that won the independence of the American people. How fit on such hallowed ground, to think of him, the illustrious soldier and the statesman, whose public life opened with the new revolution that has finished the work begun on Lexington Green! Just across the way stands the building in which, forty-three years ago, on the third of July, Horace Mann first established the People's Normal School for the training of the teachers of Massachusetts. Where better than under the shadow of this venerable school-house could we meditate on the man who, perhaps, more completely than any American statesman, has comprehended the great problem of the education of American youth,—the only President who began life as a professional teacher of the young? We worshiped that day with a church which still holds by the simplest form and polity of the fathers, while opening all doors and windows for the incoming of God's truth in the expansion of its religious creed. Here, surely, was the fit place to speak of him who was also a minister of Christ, a frequent preacher in one of the purest communions of the land, an humble Christian whose soul was always prepared for the life that now is, and the life that is to come. Amid surrounding so full of elevating suggestions we worshiped that day, in our discourse striving to find some hope to comfort the people amid the shadow of impending death.

Twelve weeks have passed, and you have called me again to aid in your devotions and try to interpret your thoughts as we meet once more in this consecrated place in commemorative service for the death of

THE MAN THE NATION LOVED.

But how much has happened in these past memorable eighty-four days! Week after week, almost hour by hour, the whole American people have watched by the bedside of our suffering President, lifted up or cast down by alternating hopes and fears. At first, we are told, the mind of the stricken man seemed almost preternaturally alive, and only by repeated effort was he persuaded to put away thoughts of the world around and realize that he must join his whole soul with the power of science and the prayers of a people to save his own precious life. So, with a power almost angelic, this noble man has lain upon that bed of torment, patient as the gentlest woman, now lighted up, and now shrouded, by the flickering sun and shadow that play about the awful portals of death.

And how wonderfully has that spectacle riveted the gaze of the whole civilized earth! Never before has there been a time when all the peoples, hour by hour, could receive the tidings of any great event. But, during these summer weeks, it almost seems as if the whole world had stood in awe around the sacred and silent place where the martyr-President was waging his stern warfare with the last enemy of mankind. But, while the world looked on in fervent supplication, behold the mysterious transformation! "The last enemy that shall be overcome is Death." If any man of us should walk about the streets, at midday, with an upward look of intense curiosity or exaltation, everybody who met him would likewise look up to see what he beheld. So, through these solemn weeks, it has almost seemed as if our great sufferer were kept on the loftiest mount of observation in this world, with firm and equal gaze, now overlooking the affairs of men, now turning his eyes toward the mysterious world beyond. And all men, in all nations, from the least to the greatest, as they looked upon him, have been insensibly moved, till it could almost have been said, in the divine words of the Master, "If I be lifted up from the earth, I will draw all men unto me."

How wonderfully has this spectacle become the key-note of our summer-life! Even the haunts of summer recreation have been changed to retreats of solemn meditation, and the sound of loud and boisterous amusement has been hushed throughout the land. The dying President has wrought

A REVIVAL IN MANY A CHURCH

to which the preacher had pleaded in vain. The unbeliever in God has felt the awful mystery of Christendom united in fervent prayer for one precious life. The turbulent neighborhood and the unhappy home have been subdued to peace in the presence of an over-mastering grief. Science has hastened on winged feet only to stand, helpless and appalled, before the inevitable Providence that sat beside that pillowed head. The great Commonwealths, that only yesterday were torn asunder by horrid war, have gathered, a group of weeping sisters around that bed, learning there the blessed privilege of mutual helpfulness and reconciling love. So, as the days have gone on, the souls of all men and all peoples have been brought together till, perhaps, it may be said that never in human history has there been such an illustration of the oneness of humanity as during these weeks destined to become most memorable in the history of the human race. And now, during these closing days of this wondrous drama, the eyes of all men are fixed upon that prostrate form. The mournful procession has moved from the ocean to the lakes under the reverent gaze of the whole human race, and to-morrow will witness a funeral service, waited upon by universal humanity, such an one as never yet was held since the creation of the world. For never before, to an audience so vast and so strangely prepared, has been preached such a discourse from the mighty text,—"Our Lord Jesus Christ who hath abolished death and brought life and immortality to light."

Let no man say that this wondrous ministration of the summer has been lost. Our stricken President has not "fought his good fight, finished his course, and kept the faith" in vain. It is easy enough to predict that this exalted mood of the people will pass away, and, ere another month, we shall be left to our old selfishness, our hateful strifes, our partisan contentions, and our jealousies of sect and neighborhood and section and race. It is easy enough for the man who is "without God in the world" to say, "Where is now your Father in Heaven, who, with a whole world praying on its knees for its best-beloved ruler, sends, in reply, the spasm of pain that rends soul and body apart? Who now will believe in anything but fate, or trust in any prayer, when all our beseeching has come to such a dismal end?" But this is not the end of our prayers. It is only the unbeliever in a God of Love who holds his faith in a good Providence dependent on the

LITERAL ANSWER TO PRAYER.

The mighty Saviour of men prayed in Gethsemane, "Let this cup pass from me, nevertheless not my will but thine be done." The pleading of the poor human nature was answered by the cup pressed closer to the lips, and the body lifted upon the cross. But the lofty prayer of faith, "Thy will be done," was answered by the sacrifice of the Christ that has wrought the salvation of a sinful world. Every true follower of the man of Gethsemane has prayed for the stricken President with the same ending of his prayer, "Thy will, O God, be done." The answer has not been the restoration of the President of the United States to a brief term of official life at Washington, which might have been vexed by conflicts and complications unthought of to-day. But oh, how wonderfully the prayer has been answered, in bringing this whole people up to such a mountain of opportunity as never was given to any nation since the world begun! Never were fifty millions of people so visibly brought face to face together before the awful realities of God, duty, and immortality as the American people to-day. Never before was one wretched man so illuminated by the lurid fires of hell, standing before humanity as a representative of the malice and madness of sin, as the criminal who now awaits his sentence for this astounding crime. Never since the first shot on Lexington Common was "heard round the world," has the American people been brought to a point where it was so easy to go on and fulfill the loftiest ideal of the fathers as to-day. What President of the United States has ever come to his great office with such an opportunity to bind up the wounds of civil war; to cleanse the foulness of official life; to do justice to all sorts and conditions of men; to be the ruler not of a party, but of a great people, as he who has just been led up to the Capitol by this awful Providence? Neither the wisest policy of statesmen, nor the demonstrations of economists, nor the agitation of reformers, nor any earthly exercise of human wisdom could have brought this people to such an opportunity to show forth the grandeur, the safety, the exaltation of republican institutions. That opportunity could only have come by the wondrous providence of God. That mountain-top of opportunity, on which this Nation stands to-day, is

GOD'S ANSWER TO THE NATION'S PRAYER.

In comparison with this, what is the life of the noblest ruler the world ever saw? No man is great or good enough to lead this American people a step in the right way against their will. It is the glory and the peril of our order of society that nothing can be well done except by the people themselves, who, under God, are responsible for the safety of the Republic. And now that the people stand together on this high place and see, eye to eye, the danger and the privilege of the Nation, it will not require great statesmanship to lead them a full step upward in the history of the Union. Only common honesty, patriotism, the simplest living of the daily life by Christian women and men, is needed now, as long as we can be held in this exalted mood, to carry the Nation along the highway to the noblest success. So let us all believe our prayers have been heard and answered by giving us the opportunity we enjoy to-day,—the grandest opportunity ever granted to a people for a great onward movement since this world began.

I have no desire to play the oracle or the prophet. It is easy to make one's-self presumptuous and ridiculous by assuming to interpret the secret counsels of God. But I think it only needs common Christian faith and common-sense to comprehend the drift of this period of our country's history in which we now are cast. It may be called

THE AGE OF SACRIFICE FOR THE REPUBLIC.

It opened, when our dead President was a young man of thirty, with the most terrible civil war that has shaken our modern world. We are only beginning to realize the ruin that came in those four dreadful years, when forty millions of people wrought together with all the forces and enginery of modern times for mutual destruction, their conflict ending with the death of Abraham Lincoln. But how wonderful it was that, amid this tremendous sacrifice of treasure and life, no harm befell one good thing in this Republic! The one thing that came to everlasting punishment was the great national foe of liberty, and in its fall a thousand good things rose up, and half the Union was summoned to the real beginning of its grandest life.

For the past fifteen years the American people have been blest as no people ever was before. By the common consent of the world, the United States has now the foremost opportunity of all the nations of the earth. In its wondrous territory and boundless resources, even yet but half-understood; its growing population, blended of the most vital elements of every land; in its free institutions, which lift the humblest child to the highest office known to mankind; in its mighty agencies for education, morality, charity, and religion; in its isolation from the entanglements of the Old World, and its proud position as the leader of the peoples of a new continent, we behold the vastness of its opportunity, and love to prophesy the magnificence of its destiny.

But along with this, stalks the shadow of the most alarming national perils that beset any nation in existence to-day. Every other government has still a dominant class, which, in an emergency, can trample out rebellion and hold things as good as they are. But the crowning peril of America is, that the people have absolutely no protection against themselves. There is no privileged class, no governing race, no standing army, no power anywhere to hold these fifty millions back from Pandemonium, if a majority break loose from law and justice and rush forward in Satanic anarchy to work their own godless will. And no man whose judgment is worth respecting can fail to see the tremendous dangers that already threaten the country, like ghastly specters dogging the steps of our prosperity and mocking our most splendid achievements.

OUR BOUNDLESS RESOURCES

invite the poor and wretched and lawless of the whole earth to come upon us in swarms of ignorance and superstition, and bury us in a new inundation of barbarism. Our new wealth is already "playing such tricks before high Heaven as make the angels weep." Our freedom of industry is getting to mean the boundless liberty of every man to cheat his neighbor, with no law to enforce the power of common honesty in common trade. Our boasted social opportunity is exploding into all the social infamy that cursed the worst nations of the past,—hateful polygamy, boundless divorce, intemperance and lust, with horrid murder and every form of hideous crime for our daily food. And in a hundred years, manhood suffrage has landed us in the everglade of official corruption and all-pervading ambition, out of which rose the assassin, like a poisonous serpent from a jungle, to strike down the noblest of us all. And, more fearful than all else, we are just awakening to the widespread ignorance of great masses of our people, and to the deep-seated and often boastful unbelief in religion, which are undermining the very foundation-stones of human society and leaving us on an open sea, the sport of every varying wind.

Now I do not underrate the actual virtue and wisdom of the people. I understand the mighty agencies for good that are resisting this whelming flood of ill. But I can understand that there are certain states of public demoralization, certain tendencies to the degradation of private character, against which all ordinary agencies of reformation seem almost hopeless. And I do not wonder that the beneficent Providence that has guided our destinies has been moved to this new manifestation of the law of sacrifice, which is the soul of salvation for men and States.

Before the bier of the dead President I bow my head in solemn confession that only by such an appalling spectacle could the heedless and godless side of America be arrested in its mad career to anarchy, and only thus could the best of us be brought to acknowledge the supreme value of the great, simple, common virtues in which alone is our safety in the days to come.

I may be mistaken, but it seems to me that the most pestilent demagogue,

STANDING UNDER THE DOME OF THE CAPITAL,

and looking upon that wasted face, must think whither the whole style of public affairs he represents is tending. Will not the most stalwart partisan of North or South be melted somewhat by this brotherhood of sorrow that now infolds the whole Union in its sad embrace? Will not even the godless men who, from the safe retreat of our shores, are stirring up the hellish passions of the foreign assassin and the communist pause a moment as they behold this great and good citizen shot down for no earthly cause save the distempered whim of one of the basest of their kind? The most reckless youth will be brought to his bearings when he looks upon his father and his mother overwhelmed in destruction by his own folly and sin. Shall not we, the most thoughtless and selfish and greedy of us, reflect for one day upon what is coming to us all if we tear on in this mad chase of "every man for himself and the devil after the hindmost"? I know that nothing breeds so fast, in all varieties of monstrosity, as that brazen selfishness which ultimates itself in blasphemous denial of the spiritual nature, the divine paternity, and the eternal life of man. But I should fancy that the most blatant materialist or contemptuous skeptic would revise his creed while looking upon the kneeling wife beside the bedside of her dying husband, while the air is filled with the sound of bells, and the tones of prayer and song come floating in at the window from a nation in its supplication. Believe it, dear friends, great as are our private and public sins, the most reckless and wicked of us will be somewhat touched when we see to what a pass these things have brought us. And the lesson from that shrouded form is, that there is no sin or folly wrought in the darkest closet of secresy, in our new land, that will not, sooner or later, stand upon the house-top for the execration of mankind Just as a careless habit of playing with fire in a family, that cannot be cured by warning or chastisement, is finally brought to an end by a midnight alarm, a flash in the sleeper's eyes, a flight from the burning home, the death of the best-beloved by the consuming wrath,—so on this funeral-week every man and woman of us is brought to see that his own selfishness and wrong has helped to fill that

DEEP BLACK SEA OF NATIONAL CORRUPTION,

in which our beloved President has been wrecked ere his voyage of administration of the government was well begun.

And, on the other hand, I cannot see how we could have been brought to a fit reverence for the great common virtues of private character and home-life in any way so convincing and impressive as by the events of the past summer weeks. We all knew that our President and his wife were the children of the people; born in that common lot which is the heritage of the great mass of of their countrymen, educated by the discipline of toil and home duties and sacrifices, with no expectations beyond the ordinary hopes of thousands of American youth. We had been told the simple story; how James worked his way from a day-laborer to the door of a country college; how he pushed through his years of study, teaching school in the winter vacation, like all the rest of us a generation ago; how he became professor, preacher, president of a young institution of learning in a new part of the country, and was there found when Providence called him to step forth, at thirty, before the people, and show what manner of man he had become. We had also heard, though with less publicity, how Lucretia, the farmer's daughter, just as hundreds of thousands of American girls in common life are doing to-day, did her stint of work with fidelity at home, studied honestly at school, became schoolmistress, wife of the young professor, mother in the simple household of the rising soldier, beloved lady of the famous statesman, until the hand of God has led her forth to be greeted as sister by the Queen of the proudest empire on the earth, herself an empress of sorrow, revered and beloved like no other American woman from the beginning of the nation's life. But how soon we forget that such men as Garfield, and such women as his noble wife, are only shaped amid the common toils, opportunities, and trials of our common American life; that they became what they were just by doing the wisest and best thing they knew, every day in the year, with all their might, in constant faith and trust in the loving providence of Almighty God.

BUT HOW CAN WE FORGET ALL THIS,

now that this man and this woman have been led up to the summit of the Nation, and in that fierce light have been the observed of all mankind, through these long days of summer, watching and waiting for the end. When we see our neighbor crazed with the madness for money, we may point to him who, without fortune, has become the most famous man to-day in the world. When social ambition comes in to turn the head and harden the heart of American womanhood, we can show our wives and daughters this simple and faithful American woman, by her simplicity and fidelity now become the queen of them all. When we, ourselves, fancy that we can do and be nothing worth the having, unless born and nurtured in the exclusive circles of society, we can look in upon the humble home of the poverty-stricken mother of our venerated President, and mark how solid work, high principles, unflinching courage, and persistence in the right way, have made that log-cabin in the woods of Ohio more famed than the grandest palace built to display the wealth of the proudest millionaire.

For the beautiful thing about this man was that, in no respect except in the quantity of his being, was he different from multitudes of American boys of good ability and virtuous principles and surroundings favorable to the formation of a Christian character and a useful life. His greatness was not in any portentous brilliancy of a special faculty, but in the beautiful balance of all his powers, in his love of hard work, his reverence for truth, his high self-respect, his eagerness after knowledge, his common-sense, his conscientious fulfillment of every duty, his persistent advocacy of the best in every emergency of life. He was no better than hosts of good men now living in America; only there was more of him, and in his grand physical form, which so long baffled the assault of death, and in his massive intellect and noble character we see what a glorious thing is common Christian manhood raised to its highest power, and set on a mountain of opportunity for the reverence of mankind.

So, through the long weariness of that daily death, there was nothing in him that cannot be seen any day in the chamber of many a patient, suffering man; no tenderness in wife or children that has not been known a thousand times in the humblest home. He suffered and died as every Christian should,—fighting for life, with perfect resignation to the will of God. His whole life and death are a fit representation of what every American man should aim to become. And it is a gracious Providence, believe me, that has led up such a representative men of

OUR BEST AMERICAN TYPE,

to be lifted aloft for a lesson to the people of his own land, and the lookers-on from every nation in the world. In this illumination "he that runs may read" the value of those common qualities, the glory of those common virtues, the Providence lurking amid those common opportunities that make up the substance of our common life in this, the most wondrous land of this wonder-age in the annals of mankind.

What a precious inheritance for the instruction of the children are we laying up in the lives of our most eminent men. We are all the time saying that moral and religious training is the great want in our popular education, and many of our clergy are trying to bring us back to the old days when the priest was the only schoolmaster of the people. But moral and religious instruction is not always secured even by the most faithful precept and principle in the school, the home, or the church. The righteous parent, the pure and virtuous teacher, is worth a thousand homilies,—indeed, without him all precept and preaching go for little. And in no way are youth, especially in the most critical period of their life when they are just reaching up to manhood and womanhood, so powerfully moved for good as by the spectacle of a noble character, or the story of a noble cause.

What a memory this summer will be for all American children who are old enough to appreciate the events of the season! As the years go on, the true proportions of this great occurrence will stand out in grand relief. The fathers and mothers of thirty years hence will tell over this wondrous story to their children, with all its variations of personal experience and recollection;—how the first news of the terrible deed flashed into the village or city where they lived; how, day by day, the people thronged to hear tidings of the stricken President; what this man said, and that man did; what changes it wrought in the thoughts and feelings of men; how the whole heart of the Nation flew along the track of the patient's journey from the Capitol to the sea; and how soon after the great hope was dashed, and the light went out, and the

NATION'S DAYS OF MOURNING

were crowned with the mighty funeral service by the shore of the lake;—all these things will be told in every household of the land. And along with this will be the endless repetition of the eventful life of this remarkable man, which touched on almost every vital spot in the American civilization of the later time. His virtues will be recalled, his eloquent words will be declaimed by millions of school-boys, his picture will hang in the room of every aspiring young man, his great example will be the envy of every rising statesman, his Christian faith and fortitude will illustrate the preacher's theme in every village church. And all this will be hallowed by the awe and sanctity of a life so suddenly arrested and lifted up to the life beyond.

There are three books that should be in the hands of every American boy, as soon as the man or woman is found who can fitly handle their theme. The first is the biography of George Washington; not any that ever has been written; but the book that shall bring him forth from the land of myth and stilted propriety, where he has hovered so long, and show him to every intelligent boy as he really was,—the most wonderful young man produced by the Continental American life,—one of the greatest men in all the attributes of simple greatness and goodness this world has ever seen. The second is the life of Abraham Lincoln,—rescued from the cloud of sensational and grotesque environment with which the writers have enveloped him, and shown to the children just as he was, the finest nature, the broadest mind, the wisest leader in revolutionary times, the father of the new, as Washington was of the old republic. And the third book will be the life of James Abram Garfield, by far the most romantic and varied in its incident of the three; appealing more to the new instinct for broad culture and varied experience than either, though revealing, at the center, the same grandeur and nobility of character and the same exalted aim in every walk of life. That biography will be written a thousand times in every language of Christendom, and be read by every youth who reads at all. It will be read with swimming eyes, and leave thousands of generous boys in that tumult of the soul when

VISIONS OF FUTURE MANHOOD

flash upon the awakened spirit. To thousands of American girls it will give an ideal of manhood that will save them from the folly of foolish admiration and the wreck of married life.

Let us not mourn as without hope for this illustrious man. I know not what great work of statesmanship he might have wrought, had his life been spared. But he must have been more than human if, living, he could have done the hundredth part of what he has now accomplished in these past weeks by simply lying on his bed in the White House, calmly awaiting the call to rise up and go on in his earthly path to glory, or say good-bye to this world and "All hail" to the world to come.

But whatever may be the secret purpose of the Most High God in this mysterious event, it will go hard with us if we are not brought by our meditations upon it to a solid faith in a Providence that rules in the affairs of men, and has so wonderfully led us, the youngest of the nations of the earth. Of course, we must keep our country clear of that mischievous union of Church and State which simply means the rule of the priest where we now have the rule of the politician. But we are finding out that the rule of the average politician, even the average statesman, whose highest creed is self-interest or material success, and who

LEAVES GOD OUT OF ACCOUNT,

is likely to become as bloody, and base, and perilous as the government of a Pagan, a Moslem, or a Christian priesthood. Let us be taught by the solemn lessons of these strange summer weeks the deepest truth in human life, — that there is no real life without faith and love and obedience to God; that God's providence is the only enduring history, and God's eternal law the only abiding statute for mankind. And may our lives in every round of private duty, in every emergency of civil affairs, be guided by the mighty trust in the Lord, the unswerving devotion to conscience, the broad and tender love for man, and the resolution to work with all our might to bring in the kingdom of heaven on earth, which made our beloved President the man, the patriot, the statesman, the dying saint, after our new order of sainthood, whom we to-day commemorate, and for whom we bless God now and forevermore.

VARIETIES.

— Poverty, idleness, and honesty never travel together.—*Josh Billings.*

— "Youth at the prow and pleasure at the helm," as the bumble-bee remarked when he up-ended himself on the boy who was just stirring up the nest with a hoe-handle.—*Burlington Hawkeye.*

— Private Smith thus complained to his colonel:

"This weather may seem to you volonel;
But, my work being done
In the heat of the sone,
To me it seems simply infolonel." —*Puck*

— Mr. Alcott told the Concord Summer School of Philosophers that "Actuality is the Thingness of the Here." The information almost paralyzed them. For years they had been laboring under the misapprehension that the hereness of the actuality is the thing. But it is no such thing.—*Norristown Herald.*

— Sunday-school teacher (about to comment on St. Paul's direction for conduct of men and women during divine service): "Now, do you know why women do not take off their bonnets in church?" Small boy: "'Cos they ain't got looking-glasses to put 'em on again by."

— *Aunt Matilda:* And do you study geography, Janet? *Janet:* Geography! I should think so, indeed! *Aunt Matilda:* Where's Glasgow? *Janet:* Glasgow? O, we haven't got so far as that; we've only got as far as Asia.—*Punch.*

— In one of the reception rooms of the Paris *Figaro* the following sentences appear on the walls: "Without the right to blame, there can be no flattering praise." "Only small men fear small writings." "Praised on the one hand, blamed on the other: avoiding, deriding the fools, defying the evil-intentioned, I have to make haste and laugh at everything lest I should be obliged to weep thereat."

— "What did the Puritans come to this country for?" asked a teacher of his class. "To worship God in their own way, and make other people do the same," was the reply.

— A friend sends us the following, which is worthy of preservation: A teacher gave a pupil a question in addition. On examining the work, the result was not correct. "How did you do it?" said the teacher. "I commenced here," was the reply, pointing to the figures on the left. "But why did you commence there?" "O, sir, I am left-handed."

— Prof. Harris in his lectures at Greenville said that *silence* was a very important part of the child's education. It is generally a neglected part. Cato, who lived about twenty centuries ago, said: "I think the first virtue is to restrain the tongue; he approaches nearest the gods who knows how to be silent, even though he is in the right."

ABOUT WILD-FLOWERS.—(XXIII.)

BY H. L. CLAPP.

Sept. 26. Wander where we will, we can hardly go amiss of some member of the Buckwheat family (*Polygonaceæ*), and especially some species of the genus Polygonum, which is very widely distributed, being found from the equator to the polar regions, and in door-yards, gardens, roadsides, hedgerows, and damp places generally. The Polygonum species include Prince's Feather of the gardens, Lady's Thumb, Smartweed, Jointweed, Knotgrass, Arrow-leaved Tear-thumb, and Climbing False

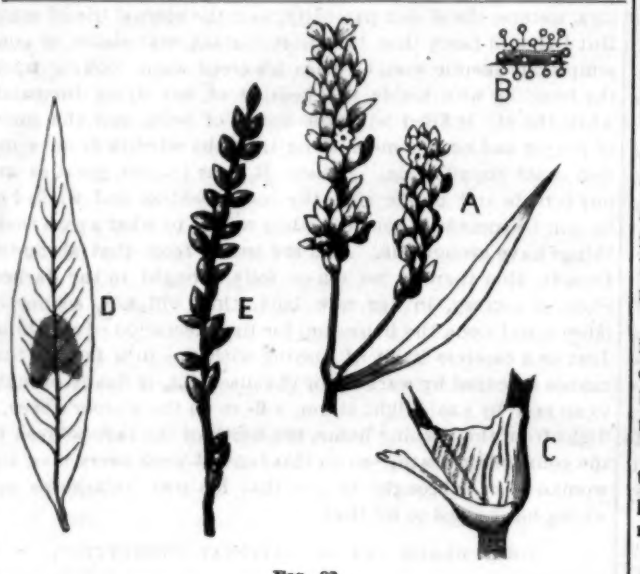

FIG. 23.

Buckwheat. The most obvious characteristics of these species are *flowers* in *spikes* (Fig. 23, *A*), *swollen joints surrounded by sheaths* (Fig. 23, *C*), and *three-angled achenia*, in shape like common buckwheat seed or the beech-nut. The terms Jointweed and Knotgrass were applied to these species on account of the many joints in their stems, a peculiarity common to all the species of the Buckwheat family, and one from which the genus Polygonum (from two Greek words, meaning *many-kneed*) received its name.

The Pennsylvania Polygonum (Fig. 23, *A*) is characterized by *peduncles beset with short-stalked red glands* (Fig. 23, *B*,—glass is necessary to see them to the best advantage, though plainly visible to the unaided eye); *spikes composed of comparatively large flowers of a purplish-red hue;* rather light-green *leaves, rough on the midrib below,* and *often five inches long;* sheaths (Fig. 23, *C*) not hairy (*ciliate*) on the margins; and flat achenia, which can be found usually in the lowest flowers. A glass would discover from six to eight stamens and a two-cleft style, but the discovery is not essential to the identification of the species. Swollen joints, wherever seen, always suggest the need of bandages and protection from dampness of the soil and inclement weather. The low, damp grounds which our plant and its near relatives apparently prefer, would seem to be the most unhappy places for swollen joints, if the latter be capable of feeling. In view of such possibilities, perhaps the "botanic physician" prescribed the bandages which we call sheaths,—for every joint has one, and one often frayed out on the edge like an old handkerchief.

The Lady's Thumb (*P. Persicaria*) is a common weed of the door-yard, and the spikes being ruddy, white, and cylindrical, suggested to some imaginative botanist a lady's thumb, but a precious small one, as the spikes will average smaller than those of *P. Pennsylvanicum.* The flowers of the spike are comparatively small, about half as large as in *P. Pennsylvanicum,* and dull, brick-red, or greenish-purple; the sheaths are a little ciliate on the margins; the *leaves* are *not rough on the midrib,* but *have a dark spot near the middle* (Fig. 23, *D*), which will distinguish the species unmistakably.

The prince, at least, if not the king of the Polygonum genus, is the Prince's Feather, so called from the long, drooping, rose-colored spikes. It is common in gardens, attains a height of seven or eight feet, and is one of the best representatives of its kind.

The Water Smartweed (*P. acre,*—Fig. 23, *E*) has "ginger" enough in it to keep off all ills originating in cold and dampness. It is said to be so acrid as to blister the skin. One of the best tests in determining this species is to taste of the leaves, which have a quality very characteristic, and one not likely to be forgotten soon. The taste of this species is one of the things that may be learned thoroughly the first time, and one of the things that will adequately illustrate "The thingness of the here," or "The hereness of the thing," and yet without harm to body or mind. It is distinguished by a *slender, loose, erect spike* of *white flowers; black, shining, triangular achenia;* pungent taste and ciliate sheath. It grows in running as well as in calm water, from two to four feet high, and blossoms during the latter part of September.

The Common Smartweed (*P. Hydropiper*) grows in moist land, about two feet high. The *spikes of green flowers,* though similar in structure to those of *P. acre,* are *nodding* or *weeping* like the "Weeping Willow." It blooms with *P. acre,* and is quite as peppery.

NOTE.—*Sept.* 26. The Fringed Gentian is abundant in the low land half a mile this side of Needham Station. There is the finest display of Asters yet seen about Boston, just beyond Reservoir Station on the Needham road.

SCIENCE.

The British A. A. of Science has just celebrated its semi-centennial anniversary at York, Eng. The meeting was in every respect a success, and its educational effect must be wide and lasting. Sir John Lubbock, in his presidential address, told of the many conquests of science during the last fifty years. The scientists of that time could not have dreamed of the vast vista revealed to the eyes of laymen of to-day.

The sectional addresses well sustained the lofty note sounded by the president. In the physical science department, Messrs. Thomson and Armstrong discussed the all-important question as to how the bulk of the work of the world is to be done in the future. The triumphs of steam have been dearly bought, and Nature's coal-cellar is emptying. Electricity, it was suggested, might be the panacea.

Dr. B. Stewart's paper on the possibility of the existence of intra-mercurial planets showed, with great ingenuity, that from certain disturbances in the solar atmosphere there is reason to believe that one or more planets exists between Mercury and the sun.

Mr. Edmunds, in an able paper, argued that the action of the planets on the sun must produce tides in the solar atmosphere analogous to those in the terrestrial oceans, but of tremendous magnitude.

The sensation of Section A was the report of the Committee on Meteoric Dust. Sir W. Thomson, at the last meeting, propounded the idea that life may have reached this planet from some other world by the agency of meteorites. Though this suggestion was then regarded as a joke, it is quite evident that he and others of the committee are serious on the subject. Sir William went so far as to say that possibly the great bulk of our earth has derived its origin from the immense quantities of meteoric dust and meteorites that must have fallen upon it through long ages.

Professor Seeley read an interesting paper on the fossil reptile *Simosaurus,* showing the evolution actually in progress of an important class of huge reptiles, from land to water animals.

Mr. S. Bidwell's account of his work in the transmission of photographs by telegraph was extremely interesting, promising developments of great practical importance.

Altogether, the meeting was in all respects worthy the occasion and the cause.

The Harvard Lecturer on Embryology, Professor Minot, argues that, in the zoölogical system, *man is not the highest animal.* His senses are less acute than those of many animals; his teeth are of a low mammalian type; his limbs are little modified from the primitive form, preserving even the full number of five digits; even his countenance is inferior to the brutes,—the projecting snout being a higher structure than the retreating human face! What a blow to our pride of ancestry, to know that the carnivora and ungulata are in many respects higher than we!

Is the sun a dark, cool, habitable body? Prof. H. R. Rogers, of New York, thinks it is. He suggests that a current, invisible without manifestation, passes through space, as electricity through wires, until, meeting the resistance and favorable conditions of our atmosphere, there occur these wonderful and important phenomena, heat and light. No particle of either heat or light need therefore come as such from the sun to the earth, the current being wholly invisible and cold in its passage. The exceeding brilliancy which characterizes the sun's rays is only confined to the lower strata of our atmosphere; beyond this there is no dazzle, and the human eye, in looking upon the great orb, is not dazed. Why?

— "THE JOURNAL is excellent, and seems to be still improving. I have with pleasure distributed the JOURNALS and PRIMARY TEACHERS sent me."—W. H. CURTIS.

CORRESPONDENCE, NOTES, AND QUERIES.

[The Editor is not responsible for opinions in THE JOURNAL except as expressed in the editorial columns, or over his signature. He cannot promise to return rejected MSS., or correspond with the writers. Correspondents should aim at brevity; the pressure on our columns imperatively demands it.]

WOMEN'S EDUCATIONAL CLUBS.

Why should education be limited to children, or teaching to teachers? Cannot the mother of the little ones,—the sisters, the aunts, and the grandmothers, even,—occasionally take themselves away from their individual or home cares, and, meeting at some convenient place, each contribute the thoughts of her riper years and experience, that all may grow together in wisdom; or, better still, may help each other to grow in wisdom, after they have ceased to grow in stature? Cannot there be in every village some clubbing together of women of like intellectual, moral, or æsthetic tastes and desires, for study or for work toward some good to themselves and to the community?

Men have had their clubs from time immemorial, principally, apart from politics, for social and convivial purposes; women have had theirs, principally, apart from temperance and foreign missions, to pay off church debts and to buy church organs. Wouldn't it be well to add to these, now and then, some for culture of the mind and heart, for discipline of the intellectual powers, for the promotion of moral purity of any kind in the school, the home, the workshop, or in general society?

In union is strength, and an organized body of women, with a definite purpose for good, is a storehouse of reserved power that can, when occasion requires, be applied with effect to the uprooting of many social ills, to the development of much social good.

The perfect club will not be composed of one sex alone; coeducation and co-working will be best in the future; but, at present, while the average man is too much engrossed in his business-cares to pay much attention to such an enterprise, and the average woman can well arrange her time so that a portion of it may be at her disposal; and, also, while in such associations as now include both sexes, men invariably take the lead, and women invariably merely follow, it is best to have some associations exclusively of women, where women can be free to develop as their individuality may prompt, where they are forced to take the lead, and devise and do for themselves. A few such clubs have been formed. I can count some dozen now, from our New-England Women's Club in Boston, with its near two hundred members, who meet weekly to discuss, and organize, and set apart great and good projects, to the lesser ones of two or three who meet for mutual improvement only. What we need is more of these.

In our little village we have had, the past winter, a most successful organization which I would like to describe, hoping it may inspire some leading spirits in other places to form clubs of their own. The occasion that first called us together, was an invitation from two or three of our number who believed in school-suffrage for women, or at least in faithfully trying the experiment, to meet and arrange a plan to canvass the village and the city for votes at the coming election.

Some dozen or more women responded to the call, and after this particular work was done, they said to each other, "We are interested in education; we wish the greatest success to our schools; we would like in some way to work for our children, and to uphold the teachers' hands; let us meet occasionally, and talk over educational matters. We can gain light for ourselves, if not for others, and, at least, show our interest in the school and willingness to coöperate with its officers."

So we formed an association, calling it the "W—— N—— Women's Educational Club," and from October to May, met monthly, sometimes oftener, to consider subjects of immediate interest either to the school or to us as parents, as guardians of the home, and as housekeepers. Among the subjects that have received particular attention were the following: The Use of Clubs; Industrial Education in School; Moral Training in School; Physical Training of our Boys; Physical Training of our Girls.

At some of our meetings we were favored with lectures or talks by women of note from abroad; at others we depended upon our own members to give us original essays or selections from other writers on the subjects under consideration. These gave rise to questions and conversation, and our meetings grew in interest as the months went by. Miss Peabody, of the school committee of Boston, gave us an interesting statement of the good done by the introduction of sewing into the Boston grammar schools, and described their method of teaching it; Mrs. Diaz, president of the Woman's Industrial Union of Boston, gave us a lecture on Systematic Moral Training in Schools, and also gave us a course of Household Talks, outside of our regular meetings; Dr. Kellar, of Jamaica Plain, in her clear, delicate way, threw much light upon some evils attending the growth of our boys and girls, as at present trained, or rather as at present allowed to go on without training.

"What have we accomplished?" Little, as yet; we have only started. We have taken steps toward interesting teachers and committees in the teaching of sewing to, at least, such school-girls as are less favored in their home opportunities, and we have shown by actual experiment that sewing can be taught in school without detriment to the other exercises. We have shown our teachers and committee that we are in earnest, and want to work with them, and they have responded to our invitations by their presence and memberships, and we have a fair promise of their coöperation this season. We have received expressions of interest from women of various sects and different walks of life, and the meeting together of such on a common ground, has already foreshadowed its good results.

The plain talks upon important questions have given us much to think of, and have deepened a sense of our own responsibility. Whether the soil thus mellowed, and the seed thus planted, will produce further good, depends upon us as individuals. We shall renew our meetings in October, and I would urge any progressive woman who may read this to do herself the pleasure of starting, or joining, a similar club, or a better one, in her own neighborhood. E. N. L. W.

OSTRACISM OF COLORED TEACHERS BY THE AMERICAN INSTITUTE?

As a rule, white teachers will not recognize them (colored teachers), nor visit their schools. And the North may blush, too; for a few weeks since, two highly-educated colored teachers from Washington would have found it impossible to remain at a meeting of the American Institute of Instruction at the White Mountains had it not been for the very active efforts of a few ladies there present, in their behalf. — *Portland Transcript, Sept.* 3, 1881.

General Oliver sends us the above, and asks, "Is this true?" We can only answer negatively, and say that we do not believe the statement to be true. In 1878, the first summer that the Institute was held at Fabyan's, in the White Mountains, a colored teacher was present from North Carolina, spoke at one of the meetings, and a handsome purse was made up for him for the purpose of aiding him to build a school-house in North Carolina. His address was printed in the JOURNAL OF EDUCATION, and an appeal was made through our columns in his behalf, which was generously responded to. Will the *Portland Transcript*, or its correspondent, name the two colored teachers from Washington, and any one of the few ladies who interceded for their stay? The Institute, as a body, welcomes teachers of all shades of color, as well as of all nationalities; and if any injustice has been shown to individuals, the responsibility rests alone with individuals, and not with the management of the Institute in any possible way. Very "active efforts" had to be made by many white teachers to find accommodations at hotels, and some could not remain on account of the great crowds of people already on the ground. May this not have been the case with the "colored teachers from Washington"? Sure we are that their color would never have debarred them from membership and all other privileges of the Institute.

THE EDITOR.

QUERIES AND ANSWERS.

No. 171. (1) What is the Tonic Sol-fa system? (2) What is the Delaware Water Gap? A. E. L.

Ans.—(1) The Tonic Sol-fa system represents music on the principle of relative pitch, and also represents all music to the *eye* as being in one and the same key. (2) Delaware Water Gap is a summer resort at Water Gap Station, on the Delaware, Lackawana & Western railroad, 108 miles from Philadelphia and 92 from New York. Here the Delaware river passes through the Kittatinny Mountains in a narrow gorge, on each side of which is a precipice about 1,300 feet higher than the water. The altitude of the mountain ridge at this place is said to be 1,479 feet above the level of the sea.

No. 158 (1). I am not one of the "other educators" included in "B. M. P.'s" invitation; yet I feel moved, in view of his "few words" on my answer to this question, to add a few words more to my answer. I answered independently of any grammatical definitions. We are all aware, I presume, that grammarians are quite apt to disagree; otherwise, their occupation, like Othello's, would be gone, as but one grammar would need be written. We are also aware that they are not infallible; nay, often inconsistent and fallacious. Notice "B. M. P.'s" closing quotations from Kerl. As further proof of their inconsistency, take the following from that patriarchal grammarian, Lindley Murray. In some remarks on the use of the preposition, he says: "The preposition is not a proper word to end a sentence with. Evidently Lindley Murray is slightly inconsistent here. It seems to me, too, that Goold Brown's statement, as quoted by "B. M. P.," that "*what* is a double relative, including both antecedent and relative," is as consistent as mine would be, should I assert that my house is a double house, including both my blacksmith-shop and my house. We all agree that *what* is equivalent to *that which*. *That* is a pronoun, demonstrative; *which* is a pronoun, relative. Hence *what*, or its equivalent, *that which*, is a compound of two pronouns; *i. e.*, a compound pronoun. This I take to be the common-sense view of the case, the grammars to the contrary notwithstanding; and if this shall prove to be the shortest and best way to dispose of *what*, the grammarians are entirely welcome to it. C. R. B.

No. 173. From what is the ending "cester," in Worcester, Gloucester, etc., derived? S. F. T.

Ans.—The termination *cester*, in all English words, is from the Latin *castrum*, — a camp. These words point to the period when England was occupied by the Romans, and their camps were the localities where towns were built, retaining the names of the Roman occupants; and *Chester* was a Roman garrison, as its name indicates. So, wherever we find *chester*, *cester*, or *caster*, as in Win*chester*, Don*caster*, Glou*cester*, there was once a Roman encampment or garrison.

No. 172. Is this correct? "I should like to have gone yesterday." If not, give substitute, still using the word "like." Also, which is correct,—"I am going to my room to *lie* down," or "*lay* down"? B.

LITERARY ECLIPSES.

[This department of THE JOURNAL is under the charge of W. H. EASTMAN, *Auburn, Me.*, to whom all communications relating thereto should be addressed. Solutions to the following, also good original puzzles for publication, are solicited. *Answers in two weeks.*]

SHAKESPEAREAN ENIGMA: 86 LETTERS.

My 1, 6, 28, 40, 13, 12, was a priestess of Diana, and Queen of Tyre.
My 70, 35, 76, 59, 67, 79, 8, 9, 59, 64, was Emperor of Rome.
My 31, 45, 29, 33, 23, 8, 16, was a daughter of Andronicus.
My 11, 53, 55, 8, 31, 59, 36, was a son of Priam.
My 31, 7, 69, 25, was King of Britain.
My 83, 62, 31, 22, 34, 40, 59, 42, was Lord Chamberlain of Denmark.
My 39, 31, 24, 56, 42, 19, was King of Naples.
My 84, 44, 80, 48, 79, 40, 43, was the usurper of Milan.
My 39, 38, 33, 82, 31, was a good spirit.
My 18, 2, 31, 32, 85, 65, 18, 18, was a waggish knight.
My 70, 8, 46, 86, 59, 61, 81, 82, 29, 84, 44, 32, was a Welsh parson.
My 55, 20, 42, 40, 13, 43, was Duke of Illyria.
My 78, 31, 66, 48, 49, was a constable.
My 18, 27, 43, 60, 77, was a foolish gentleman.
My 10, 51, 65, 31, 31, 48, 50, was a country justice.
My 5, 21, 4, 32, 30, 59, 42, was Duke of Athens.
My 51, 33, 75, 83, 55, 31, 17, 14, 39, was Queen of Amazons.
My 36, 37, 39, 47, 29, 73, 31, 8, 56, 61, was a tailor.
My 22, 58, 74, 67, 55, 79, and 71, 33, 60, 39, 79, 8, 16, were king and queen of the fairies.
My 86, 22, 31, 19, 18, 68, 53, 56, 63, 42, was a schoolmaster.
My 83, 55, 27, 14, 33, 84, was a rich heiress.
My 3, 35, 26, 77, 12, 27, 33, 34, 35, was a shrewish lady of Padua.
My 83, 57, 80, 52, 53, was a prophet.
My 31, 63, 15, 8, 32, was a Dauphin of France.
My 72, 2, 11, 21, 69, 47, 8, 9, 4, was Queen of England.
My 30, 31, 7, 12, 13, 19, 20, was Duchess of Gloster.
My 84, 56, 34, 4, 58, 59, 31, 31, 30, 56, was one of the wives of Henry VIII.
My 35, 38, 25, 12, 61, 55, 79, was one of Portia's lovers.
My 32, 8, 25, 38, 55, 58, 57, 46, 85, 66, 53, 12, 72, 74, 79, 58, 59, 27, 17, was Lieutenant of the Tower.
My 2, 34, 56, 78, 86, 84, 80, 77, 34, 15, 16, 17, was the poet's wife.
My whole is an extract from one of his plays.

C. A. A.

HIDDEN DIAMOND.

[The answer is both hidden and defined.]

1. A very useful article.
2. What you might call everything.
3. Vital, I venture to suggest.
4. Here you will view a number.
5. A vowel, unquestionably.

PLAGIARIST.

ANSWERS TO PUZZLES FOR SEPT. 22.

ENIGMA.— The trivial round, the common task
Shall furnish all we ought to ask.
Room to deny ourselves, — a road
To bring us daily nearer God.

MASSACHUSETTS TOWNS AND COUNTIES.—1. Norfolk. 2. Sandwich. 3. Wellfleet. 4. Barnstable. 5. Taunton. 6. Fall River. 7. Marshfield. 8. Bedford. 9. Cambridge. 10. Milton. 11. Charlestown. 12. Newburyport. 13. Andover. 14. Marblehead. 15. Princeton. 16. Pepperell. 17. Spencer. 18. Petersham. 19. Brookfield. 20. Springfield. 21. Pittsfield. 22. Plymouth. 23. Natick. 24. Lowell. 25. Concord.

A CLASSICAL RIDDLE.—*Zeno Juno Ino Io Pluto:* Does he know that you know I know I owe Pluto?

PRIZE.—*Impressions and Reminiscences*, by George Sand, is offered for the best original puzzle offered for this department during October. All worthy contributions will be retained for use in the department, unless otherwise requested.

GOOD WORDS.

— "THE JOURNAL, in my opinion, is the best in the United States."—J. T. GREGG, *Salem, Or.*

— "THE JOURNAL is just such a paper as I have been wanting. Sometimes I can almost fancy that I have spent the last year visiting the schools, and associating with the teachers of New England, instead of being confined to my school-room in the far West."—J. N. BOWDER, *Moreland, Ark.*

— "I consider your paper indispensable to the *live teacher*; the *best* educational publication that I know."—LOTTIE R. KELLOGG, *Port Byron, Cay Co., N. Y.*

— "It has been a great help to me, a wonderfully bright and interesting paper, and constantly improving."—MARY O. HOGARTH, *Geneva, N. Y.*

— "Your paper is very excellent."—JULIA E. SMITH, *Waterbury, Conn.*

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All letters relating to advertising should be addressed to WM. E. SHELDON, Manager of Advertising Department, 16 Hawley Street, Boston.

THE Worcester County (Mass.) Teachers' Association will hold its fall meeting at Leominster, Saturday, Oct. 22. The program will appear in next week's issue of THE JOURNAL.

INTELLIGENCE reaches us from all sections of the country of the appropriate recognition of the death of President Garfield by the public and private schools. In Cincinnati the Board of Education, at a special meeting, designated a day to be observed as a "Garfield Memorial Day," and the teachers were directed by Supt. Peaslee to see that the pupils of the respective schools learn extracts for recitation or declamation suited to the occasion, and also directing them to give or read sketches of the life and services of the late lamented President. A similar service was ordered by the school authorities of Indianapolis, and a special order of exercises was observed. The "Memorial" exercises included an account of Garfield's early life, and lessons drawn therefrom, and an account of his public career. Exercises akin to the above were held in thousands of schools throughout America, and the lessons taught cannot fail to be of the highest value to the rising generation of the Republic. General Garfield was, in so many respects, a true ideal in all the relations of public and private life, that it seemed most fitting to improve the opportunity which the sad event of his death furnished, to impress upon the children of the country the supreme value of a noble character. These memorial exercises, and the almost universal appearance of the emblems of mourning, will be remembered by the children of to-day long after those who conducted and arranged them have gone to their rest.

It has always seemed to us a beautiful and appropriate custom to celebrate in the schools the birthdays of our greatest American poets, as tending to cultivate the literary taste and awaken an interest in the cultured men and women of the land. Is it not equally appropriate and useful for the young to be led to recognize our patriots and statesmen? The lives of Washington, Lincoln, and Garfield are an important part of our national history, and the story of their lives, services, and patriotic devotion to their country should be kept fresh in the minds of the young. As time passes these great characters in our history will be more and more idealized and held in reverence and respect by the good of the land. May the lessons taught by the life, service, and death of Garfield tend to inspire all hearts with such a love of honor, virtue, and nobility of individual character, as will make the young of this generation cherish the right, and resist all tendencies to do wrong either in public or private life.

"Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of Time."

ONE of the most important industries of this country is that of *washing*, and yet we have paid but little attention to any preparation for it in our systems of education. Laundry schools are almost unknown among us, while in Europe there are many such institutions. In Berlin, for example, there is a laundry school of more than seventy girls learning all kinds of washing. This is as it should be, for there is much of chemistry in proper washing, and its successful execution is almost a fine art. Nearly every fabric from the coarsest flannel garment to the finest lace requires special treatment, if well cleansed; and in large cities like Paris, London, and New York, large numbers of skillful and intelligent women support themselves handsomely by washing and cleaning the finer articles of clothing. In New York such work is done by French women who have invariably served an apprenticeship in their own country. In the Berlin school all the arts and mysteries of washing are taught. Under the same management there are schools for teaching other industrial arts, such as dressmaking, hair-dressing, cooking, machine-sewing, embroidery, artificial flower-making, garment-cutting, and others. The classes in dressmaking contained in December last 375 pupils, who paid from two dollars to three dollars and a half a month for instruction. The cooking-school had 66 pupils, and the type-setting school had 32. These schools are not in any sense charity schools. Many provident parents who wish their girls to have a better employment than general domestic service, can patronize these schools and pay for the instruction. Will not the time come when the vexed "servant question" will be solved, in part, by having such schools established for the industrial education of native-born American girls?

THE PERIL OF NFW ENGLAND.

We are accustomed to speak of New England as a land of culture, sound morals, and steady habits. But, as we have shown in a former article, this assumption must be taken with a large discount. There is enough of natural depravity in the native New-Englander to warrant a lively interest in family government, church, and school. But, when to this home-made danger we add the imported peril in the lower population of its great hives of manufacturing industry, the dangerous side of New England life comes to the front, often in a startling way. It would be difficult to match the atrocity of a good deal of the criminal life of these old States anywhere. Divorce is becoming alarmingly easy in the old homes of puritan prudery, and drunkenness and lewdness, with all their abominations, prevail in cities whose boast is the superior culture and refinement of their upper class. The presence of a vast body of people of low intelligence, foreign extraction, and alien religion, is a serious temptation to the native New-Englander. Like the Englishman, the Yankee has always in him a lurking devil of despotism and pride, and he finds it difficult to deal justly in all ways with people dependent upon or beneath him. While we do believe that, on the whole, the civilization of New England deserves much that is said of it, in comparison with other portions of the country it would be folly to deny the fearful perils that threaten her near future unless met and disposed of with the most vigorous wisdom and Christian forbearance.

How these acknowledged perils are to be overcome is a question that is answered in ways radically opposite, by people who are probably equally sincere. The Catholic bishops and priesthood would seem to have come to the conclusion that it is their duty to isolate the children and youth of their own people from the general body of New England society. As fast as their funds will permit, they are taking them out of the public schools, which they have a habit of holding responsible for a good deal of the iniquity which belongs to their side of society. They are forbidden to attend the Protestant churches, and generally prevented from uniting with the children of their neighbors, even in benevolent organizations for the common good. Their criminals are followed up by the priesthood, who would isolate them in prison if the State would allow, and their dead are buried by themselves. We have no desire to impeach the motives of the priesthood in so doing. They doubtless feel themselves responsible for the public and private virtues of their flocks, and honestly believe that only by complete separation, in a system of exclusive training, can this portion of the New England people be radically improved.

In this they coincide with the views of perhaps a growing class of the more exclusive native sort, who hold that the laboring multitude should be content with a very moderate education, largely industrial, that shall fit them for a well-defined inferior position in life, and not disturb them with discontent and envy of their superiors. In short, there are several kinds of powerful people in New England, to-day, who, spite of the warnings of history and in the face of events across the water, are determined, if possible, to repeat the European experiment of the isolation of what may be called the dangerous class, for peculiar discipline. The suggestions perpetually coming from a class of our social-science experts bear on the same point. Assimilation is declared a failure, and the isolation of the undesirable crowd, under rigorous conditions of life and practical exclusion from the greater common rights of American citizenship, is the boasted panacea for the peril of the hour.

But if this method has broken down in every civilized land, with all the advantages for isolation and government by infallible experts afforded by European institutions, what encouragement can there be for repeating the experiment in States like Massachusetts, Rhode Island, and Connecticut? Of one thing professor and priest may alike be assured, — that every Yankee boy and girl, of native descent, intends to get the best of everything, somewhere. If the time comes when a superior, exclusive class rules in New England, the whole body of native youth will turn their backs upon Yankee land and push for regions where manhood and womanhood still claim their rights. But that time will not come. The mass of native New-Englanders, of English descent, was never so intelligent, so jealous of hindrance, or so influential as to-day. It treats with silent contempt or indifference all these fine projects of the "scholar in politics," that bring the expert of the schools to the front and leave the people "out in the cold."

We also believe that the policy of eclesiastical isolation now attempted by the Catholic priesthood will be a signal failure. It may be possible, for a time, to gather these children in parochial schools, supported by indirect taxation in the shape of fairs, contributions from wealthy employers, and a perpetual drain of dimes from the parents. But no institution in America finally gets on in this irregular way. The common and private schools of the country were never improving so fast as at present. Our people of recent foreign descent will soon demand that the parochial school shall be made as good, if supported at their expense. It will never receive public money, and it never can be made the equal of the schools of the country by passing round the hat and keeping the teaching-brothers and sisters on short allowance, as at present. Its permanent support would indicate that our adopted citizens are willing to sacrifice the future of their children to gratify the claims of their clergy. We do not believe they will do it.

The whole notion of ractically isolating any large

portion of American youth, even for the purpose of moral and religious improvement, is so manifestly visionary that only an impracticable class of men would think it possible. In a thousand ways that no church, college, or social set can prevent, every child born upon New England soil will feel the lift of that spirit of individual independence which has made these States what they are, and will hold them to their peculiar form of civilization for generations to come. Somewhere else than in the policy of isolation must be found the antidote for the New England peril of to-day.

WORK OR WORRY— WHICH?

The pale cheeks and jaded look of so many of the pupils of our high schools, at an age when we expect or ought to see only bright faces and rosy cheeks, together with the sensational reports of overworked and "brain-fevered" children periodically dished-up by the sensational writers of the daily press, have at last led to the collating of a unique series of statistics, by a committee of the Cleveland (O.) Board of Education. In the preface to the report, Mr. Fenton, the chairman, states that he had a thorough and careful canvass made, in statistical form, of a large number of pupils of the Cleveland high schools, "with a view of learning, first, why so many scholars who enter for this course drop out before it is finished; and, second, why so many, and especially the girls, have apparently suffered in health beyond the usual ills of life during their high-school days." Certainly his reasons for obtaining these valuable statistics were most laudable, without quoting from the *Central Methodist* the usual list of "horribles," so peculiar to the religious press when speaking on matters of education and the public schools.

Dr. L. B. Tuckerman, who had the statistics in charge, follows with a series of hard facts, which we only wish were more exhaustive. It seems that 165 pupils,—57 boys and 109 girls,—have "dropped out" from the Cleveland high schools during the year. Of this number the Dr. was able to ascertain the causes, or *reported* causes, of leaving, from 40 boys and 85 girls. Of the 40 boys, 13 left on account of ill-health,—headache, loss of appetite, weak eyes, and loss of sleep, in the order named, seem to have been the symptoms of nervous disorder manifested. Of the 96 girls, 72 left on account of ill-health,—headache, nervous symptoms (such as hysterics, unnatural irritability, etc.), loss of appetite, weak eyes, menstrual derangement, and loss of sleep, were given as the causes of withdrawing from the school. The parents of fifty assigned the stair-climbing as the principal cause of their daughters' breakdown. Worry about standing and examinations was supposed to be an active cause by many. Several thought the irregularity of meals, necessitated by the one-session system, was responsible for the dyspepsia from which their children were suffering. Some few thought their girls were hurt by the "noon dancing."

For the purpose of comparison, the Dr. also obtained particulars regarding the health of the 58 female pupils who are still attending the high school, and 32 recent female graduates. Of the 58 now attending, 54 entered in good or fair health. Since attending school, 3 have gained in health, and 21 have suffered no loss; the rest have gradually failed, complaining of the same ailments as the preceding group. Of the 32 graduates, all of whom entered in good or fair health, only 5 suffered no loss of health, 7 maintained fair health, the rest failing as did the others. A few of these have since regained their health, but some have been permanently injured.

Thus, of the 40 boys and 186 girls examined, 215 entered the school in good or fair health, and but 87 left in as good physical condition; the rest, 139, suffered more or less in health, 104 being registered in quite, or very poor health. The Dr. adds that,—

"Subsequent study of the tables has shown that the ill-health so frequently complained of increases directly as the amount of time spent in study beyond school-hours, and inversely as the amount of recreation taken in the shape of social amusement, etc. That whereas 45 per cent. of those who did not go [to amusements?] at all reached the lowest grade of health, of those who went moderately, only 18 per cent. reached the same point, and those that went *all the time* remained well, so far as company having exercised any ill effect upon their health. Those that studied less than two hours beyond school-hours, 11 per cent. reached very poor health; 2 to 4 hours, 26 per cent.; 4 to 6 hours, 44 per cent.; and over 6 hours, 82 per cent. reached the lowest point of health. This is directly contrary to the supposition usually advanced by the teachers, that it is society, and not study, that kills. While there is no denying that social dissipation is bad, it is less of an evil than over-study."

In the importance of the Dr.'s statistics we heartily concur, but from his deductions we might differ. The brain may be tired with prolonged activity, the same as a muscle, but persistent muscular work seldom causes muscular collapse; and, as Dr. M. Granville, in a late review, so well says, there is no more reason why there should be collapse from persistent *brain-work*, if properly graduated and varied in proportion to the age of the worker, than there should be from persistent and systematic *muscular-work*; and, as a matter of fact, in ordinary life, we find that brain-workers are generally a long-lived class. It is not, as a rule, over-work or over-study, but worry, which kills. Without question, worry induces a nervous exhaustion which is especially severe on brain-workers, and which, if long continued, will break down man, woman, or child. That this worry is partially induced or fostered in school-children by a pernicious *excess* of markings, examinations, etc., seems to be agreed upon. But why this excess? In the national characteristic of obtaining one's "money's worth," and the ever-fostered desire to beat in the great race, the teacher is asked again and again as to his or her stewardship, and the ignorant parent or incompetent school official often knows no other way of judging of the children's standing or educational improvement than by the prevailing fashionable system of percentages; and to obtain the coveted rank by these, or a little higher nominal standing in the school, the children are often goaded by the parents, hurried by the teacher, and examined and re-examined by the official. What wonder that the students show the effects in their physical condition? The parent,—mayhap of foreign birth,—has gone through this ordeal but he forgets that his child is of a different mould. The phlegmatic English or German child may pass through the worry and excitement without detriment, and even gain in health; but his American-born cousin, in the race for supremacy, is very liable to give way to his more excitable temperament,—drawing more largely on his nervous forces, and thus exhausting his reserve or recuperative power; and in this race our girls suffer the most, being naturally of a more highly sensitive temperament. In this connection it may well be asked whether we have not committed a grave wrong in thus blindly following the paths laid out by the Old World.

The thanks of educators are due to the Cleveland committee, for their laudable work, and we hope the investigation thus begun will be taken up by educators and committees, and exhaustive statistics collated from far and wide, which may assist in the elaboration of a system of education suited to *American* children, in regard to their physical condition and its improvement in our higher grades of schools.

THE MAGAZINES.

— *The Contemporary Review*, for September, opens with an article on "The Militant Type of Society," by Herbert Spencer. The name of the writer is sufficient guarantee as to its merits. [N. Y. Internat. News Co.]

— *The Century Magazine* have sent out a supplement to the October number of *Scribner's Monthly*. The next number (for November) will be the first regular issue under the new name of *The Century, Scribner's Illustrated Magazine*. This title will continue for one year, when the name *Scribner* will be omitted.

— The *Magazine of Art*, for September, has three illustrations on Munkacsy work, and a fine sketch by J. Beavington Atkinson. "Christ Church, Hampshire," by T. G. Bonney, has four illustrations, all picturesque. "The Salon of 1881" is further described by J. Forbes Robertson, and illustrated with four copies of famous pictures. "Woman's Part in Domestic Decoration," by Lewis F. Day, has two engravings. "The Career and Works of Flaxman" are shown by E. S. Roscoe, who commands four illustrations. Other articles, partly illustrated, are "Remarkable Copies and Copyists," "The New Natural History Museum," "Proportions of the Human Figure," "On the Banks of the Meuse," "The Choice of Subjects in Landscape Painting," etc. This magazine has now an enviable reputation, and merits it. For the price, it has no equal in the world. Teachers should have it regularly. It is published by Cassell, Petter, Galpin & Co., New York.

DRIFT.

— It is a striking comment on the educators who proclaim the "fatal result of State aid of the higher education," that the University of Michigan, which instructs nearly fifteen hundred students for a merely nominal tuition, has received scarcely any aid from individual benefactions. The peculiar kind of "blight" that is now falling upon the great State universities of the Northwest, in the words of Andrew Jackson concerning the collapse of a false system of credit, is "one that no honest man ought to regret."

— Mr. Benj. R. Curtis, one of the most famous of old Boston lawyers, writes a pointed criticism on the law schools of the country, to the effect that their professors are too often "preoccupied by theory," are not enough practical lawyers, and send forth their graduates with their brains in a tangle, with "laborious attempts to reconcile the perplexing discrepances of past decisions," "astounded to find that they know not how to enter a case or consult the docket." In this way, the great reform of studying things and facts in nature and life, which began, a generation ago in the people's primary school, is making its way upward through every department of university and professional education. In law, medicine, and theology, the student is more and more invited to direct his attention to the body and soul of man, and the history and condition of human society, and less to the mountain-ranges of rubbish heaped upon oppressed humanity by ages of scholastic pedantry.

— The old high-school building, in Boston, in which for so many years the great masters have been accustomed to teach and govern the select youth of that city, was finally closed last week. The buildiug is to be torn down, and the pupils have "gone up higher," to the splendid structure recently dedicated to the use of the free English and Latin high schools of the older part of Boston. Each of the divisions of new Boston,—Roxbury, Dorchester, Charlestown,—retains its original high school, making, with the central Girls' High, Latin, and Normal schools, the most ample system for training in the secondary education of any city in the Union. On this interesting occasion, Mr. Wm. H. Moriarty delivered an appropriate address, full of interesting reminiscences. Speaking of the place of the high school, he forcibly said: "*The isolation of the intellectual class is the forerunner of national decay.* All enduring progress must rest on the intelligence of the masses. The brain and hands of a nation must be in sympathy to insure healthy progress. High schools are a connecting link between the students of science, who are exploring nature, and the masses of the people."

OBITUARY.

JOSEPH LORD TAINTOR, late senior member of the firm of Taintor Bros., Merrill & Co., of New York, was born at Colchester, Conn., Sept. 21, 1835. He prepared for Yale College at Bacon Academy, Colchester, which he entered with the class of 1858. His health failing, he was obliged to leave college, and engaged in the publication of the *New York State Map and Gazetteer*. He subsequently reëntered Yale, and graduated with high honors in the summer of 1860. His purpose was to study law, but his health, which had been a source of anxiety during his college-life, seemed to forbid the fulfillment of his intention, and he engaged in publishing the celebrated Washington Map of the United States, forming a partnership with his uncle and brother, under the firm name of S. Taintor & Co. In 1863 he purchased the entire interest of the firm, and continued the business in his own name. During the same year he married Miss Isabella Comstock, of Avon, N. Y.

His health having somewhat improved, Mr. Taintor determined to study law, and in 1864 entered the law office of Messrs. Benedict and Martindale, of Rochester, N. Y.; but he soon found that his health would not permit him to follow the law, and in 1865 he reluctantly abandoned all hope of following the profession. In 1866 he formed a copartnership with his younger brother, Charles N. Taintor, for the map-publishing business, under the firm name of J. L. Taintor & Co. In 1869 the firm began the publication of school-books in the city of New York, and purchased from Messrs. Mason Brothers the Analytical Readers and Spellers, edited by Edwards & Webb, then but recently issued. A new firm was organized under the name of Taintor & Co., consisting of the two brothers, and John E. Gillette, of Hudson, N. Y., as special partner. In 1875 the firm was increased by the addition of Mr. Charles E. Merrill; and in 1876 Mr. Edward L. Gates and Judah L. Taintor were admitted, and the firm took the present name of Taintor Brothers, Merrill & Co. The success and growth of this enterprising firm was largely due to the devotion, incessant labor, and the excellent judgment of Mr. Joseph L. Taintor. He was a man of sanguine temperament, of strict integrity, of remarkable tact, sound judgment, and buoyant hope, and possessed a marked faculty for influencing and inspiring men.

In 1879, Mr. Taintor was attacked by pneumonia, and though he apparently recovered from the immediate attack it was followed by a development of a permanent affection of the lungs, from which he never recovered; and in August, 1880, he dissolved his connection with the publishing firm, and from that time to his death devoted all his time to the care of his health. But his disease had too firm a grasp, and on the 1st of September, 1881, he died at Bloomingdale, N. Y. (Adirondacks), aged 45 years, 11 months, and 11 days.

Mr. Taintor was a prominent citizen of South Orange, N. J., where he was much respected. He was an elder of the Presbyterian church, was a consistent, faithful Christian man, and died in full faith in Christ, facing death without a fear or a murmur, and with perfect resignation to the will of God. He leaves to his friends a noble Christian example and the memory of a life distinguished by sincerity of purpose, noble aim, and purity of principle.

NEW PUBLICATIONS.

STUDIEN UND PLAUDEREIEN. Second Series. *Im Vaterland.* By S. M. Stern and Menco Stern. New York: Henry Holt & Co.

It is a curious fact, which perhaps few even of our teachers realize, that there has never been a scientifically-complete series of text-books for instruction in languages. This is true, both with regard to the ancient and modern languages. The object of the study of modern languages is not only to acquaint the scholar with the literature of the language, but to enable him to speak it and write it; and he should have a thorough mastery of it. But under most of the existing systems of teaching languages, what is done to give it to him? We will suppose that he is studying German: he is required to learn a thick book of grammar at the outset, in formal rules instead of being allowed to acquire the rudiments gradually as the occasion for them arises. He reads a few easy fairy stories, and learns a few phrases of conversation; then, when he has been graduated from the grammar, he is probably put to reading comedies, which he cannot understand, and poems by Goethe and Schiller, which would be vague and mystical, perhaps, to him in his own tongue, and which in a language of which he knows so little are hardly short of incomprehensible. The difficulty is that the support of the text-book and the teacher is withdrawn just when it is most needed. The pupil should be led up the hill of knowledge by easy ascents, instead of being placed in front of a precipice and told to use his skill in climbing it. Here lies the explanation of the fact that so many persons have a mere smattering of a language. They reach this point, become discouraged by the difficulties, and come to the conclusion that the learning of a new language is practically impossible, and abandon the attempt in despair. This, we believe, represents the experience of thousands. If there existed some complete system of text-books for languages, similar to those in use in law and medicine, for example, by which the student would be carried along steadily from grade to grade, the mass of students would find it easier to persevere, and the result would be that we would have a vastly greater proportion of persons well versed in the languages.

The book mentioned above is, as we are informed, one of a series intended to supply, for the German language, the want to which we have referred. The authors are well known as the heads of a school of languages, using the "natural method," in New York city. The predecessor of this book, the first in the series of "studies and chats," as the title may be rendered, was a series of conversations between a German teacher and his pupils, during lesson-hours. There was easy talk on many subjects accustoming the pupil to conversing in German, interspersed with readings, simple poems, etc. Not a word of English was used in the book; simple German words, whose meaning could not be mistaken because of their strong resemblance to the English, being used at first, and these being used to explain other and more difficult words, and so on. In the new book, which is the sequel of the first, the same principles are followed, though the plan is varied. Indeed, the plan is entirely novel in a text-book of languages. The teacher and his pupils become a group of friends meeting by chance in society, on railway and steamboat trips, and the like. Their talk is the talk of cultivated Germans, all carefully adapted, however, in the construction of sentences and the use of words, to present no difficulties which the student cannot surmount, while still steadily pushing forward.

The book is a mine of colloquial talk, and, at the same time, is an *epitome of German life and literature.* The student who has mastered this book may almost feel that he has been in Germany. The best literature is discussed, and examples are given; the manners and life of Germany are described; phases of German politics of universal interest are debated, and we hear all about the man "of blood and iron." The book is so thoroughly German that the student becomes saturated with the German spirit. But this is only one side of the book. It has a dramatic character as well as an instructive character. There is a story, into which the instructive portions are skillfully woven, in which all these friends play their parts. The book is a novel as well as a text-book, and the student's interest is stimulated by the development of this little romance, which ends as romances usually do. The book contains other novel and highly useful features. There are the most minute and lucid directions for the proper pronunciation of German, given in the form of a pleasant dialogue between the teacher and his friends. To aid in this, a number of songs are introduced with the notes. This is done upon the familiar principle that distinctness in singing requires special care in enunciation. The pupil is thus taught to pronounce with precision. Many poems are introduced here and there throughout the book, which serve not only to acquaint the student with some of the best things in German literature, but train his ear and tongue to a correct accent, the rule of quantity being necessarily much more closely followed in poetry than in prose.

Indeed, we have no space to enumerate all the novelties and excellences of this book. Teachers and students must examine it for themselves. For teachers of the natural method it is an absolute necessity, for the simple reason that no other book of the second grade exists. For teachers of other systems, it is an excellent reader. It is full of suggestiveness, and a teacher who makes it a practice to talk to his pupils, as every teacher should, in the language they are studying, and upon subjects connected with the country where it is spoken, will find its topics capable of infinite expansion.

One fact is of special interest, because it recalls an old controversy respecting the natural method. It is intended by the authors that the study of this book shall be accompanied with the study of the grammar. It has been a theory of some of the teachers of the natural method that a language could be taught without grammar; that, to use their favorite expression, "we must learn as children do." In the earlier stages of the natural method, there is some truth in the parallel. A child learns by imitating the sounds it hears, and so does the pupil in beginning the natural method. The teacher takes, say, a book in his hand, and says, "*Das buch ist braun.*" The scholar cannot mistake the meaning of these words, and he thus has a vocabulary of four words to begin with. On this foundation the teacher builds, pointing to objects as he gives their names, and so adding word to word. With every addition he multiplies, of course, the number of possible combinations. As he advances, it becomes necessary, with more complex sentences, to unfold some of the primary rules of grammar. This is done step by step, and by practical application of them This, as we understand it, is, in a nutshell, the natural method in its earlier stages. But there is no reason why persons of adult intelligence should learn a language in all ways like a child. The child can merely imitate; the boy and girl in the teens, and the mature man and woman, have not only the faculty of imitation, but the great power of intelligence besides. If an adult can do in three years, say, what the child must take ten or fifteen years to do, the adult should, by all means, use every appliance at his command to accomplish it in three. One of these means is an intelligent study of the grammar,—not the mere cramming with unapplied rules and exceptions, which usually passes for it, — but a practical study in which the knowledge gained is put into use at every step. This book is an admirable example of this union of nature and law, and is the first successful work for the advanced grade of the natural method that has yet been written. It is one of the principal merits of both series of *Studien und Plauderein* that, while they are simple enough to be within the comprehension of the youngest pupils, they have a marked interest of their own, and are full of things which the most cultivated persons may read and study with pleasure.

A SHORT HISTORY OF ART. By Julia B. DeForest. Illustrated. New York: Dodd, Mead & Co. For sale by Estes & Lauriat, Boston. Price, $2.00.

This work is one we cordially commend to all American teachers and students. It contains a brief outline of the origin and development of art, and is the best possible introduction to the many comprehensive standard works on the subject, and specially of Dr. Wilhelm Lübke's well-known *History of Art*, published also by Messrs. Dodd, Mead & Co. This introductory work of Miss DeForest has been adopted by the Chautauqua Scientific and Literary Circle as one of the works for study and reading for the months of October and November of the present year. We hope our readers who are not members of this excellent circle, and have not the time to spend in following out the course prescribed by this society, will make the study of art a subject of private study, and we know of no book comparable to this as a guide for all reading in this important branch of culture. It begins with primitive art, and follows down the line of time, through Egyptian, Chaldean, Assyrian, Persian, Syrian, Greek,—including sculpture and painting, — Etruscan, Roman, Early Christian, The Renaissance, Pagan Art in the Christian Era, and Art in the Nineteenth Century. Three hundred and twenty-five fine illustrations accompany the well and concisely-written text, making it a book of great beauty, as well as valuable as a study. A full and convenient index is appended, in which the pronunciation of proper names is given by phonetic spelling. A complete glossary also has been added. Taken as a whole, this book will do great good in stimulating persons of refined taste to read and study the history and development of art.

THE SINAI AND COMPARATIVE NEW TESTAMENT. By Constantine Tischendorf. (Tauchnitz Edition, Vol. 1,000:) 755 Broadway, New York: Ivison, Blakeman, Taylor & Co. Price, paper, 50 cents; cloth, 75 cents.

This work contains the authorized English version, with introduction, and various readings from the *three* most celebrated manuscripts of the original Greek text. Dr. Edwin Leigh has issued a new edition of this great work for American readers, with the various readings so inserted in the text that the *whole Scripture*, according to either the *Sinai*, *Vatican*, *Alexandrian*, or the *Received Greek* can be read by itself, while the variations may be all compared with facility. By this ingenious arrangement of Dr. Leigh, all *four versions* are combined in one text, and may be easily read, according to *each* copy. This is accomplished by the use of different styles of type, and by the use of brackets Tischendorf's foot-notes are incorporated in the text. These enable the reader to compare the various readings without stopping to find them in another book, or column, or in the margin. It places the readings side by side, directly under the eye. It provides the needed versions, which will enable any one to make an intelligent estimate of the recent New Revision of the New Testament for himself. To teachers in Sunday-schools, and all other students of the Scriptures, this work of Dr. Leigh supplies a present urgent need. It will be mailed postpaid, on receipt of price (by postal order, or registered letter), directed to "Edwin Leigh, 1035 Fulton Ave., Brooklyn, N. Y.," or by the publishers.

XENIE'S INHERITANCE. By Henry Gréville. A tale of Russian Life. Translated by Laura E. Kendall. Philadelphia: T. B. Peterson & Brothers.

This story, admirably translated, is above the ordinary type of French novels in humor and pathos, and is unexceptionable in tone and teaching. The plot, though hackneyed, developes quickly, and, enlivened by brilliant and piquant conversation, forms a well-arranged background far the portrayal of the filial devotion of the brilliant and gifted Xenie, who is the only character worth mentioning. If a mediocre type of French novel must be the accompaniment of a leisure hour, this latest work of Henry Gréville can be recommended as wholesome and entertaining.

LITERARY NOTES.

— Prominent among the autumn books of J. B. Lippincott & Co. are the five school reading-books prepared by Marcius Willson: Miss Thackeray's *Madame de Sévigné*, Gottschalk's *Notes of a Pianist*, Edward P. Vining's *The Mystery of Hamlet*, and a new dictionary of curious and out-of-the-way matters, compiled by Eliezer Edwards, and called *Words, Facts, and Phrases.*

— James R. Osgood & Co., Boston, have issued a metrical romance of the class of which *Lucile* has been so popular. It is called *Geraldine*, and the scene is laid on the St. Lawrence River; the poem is full of rare literary excellence, and will be warmly welcomed by those who enjoy brilliant romance in the style of verse. The choice and varied forms of expression will attract to this beautifully-executed work thousands of willing admirers. It is published for $1.25, and bound in lovely style.

— A. C. Armstrong & Son, New York, have published *Armstrong's Primer of United States History*, for school and family use, with maps. This little work presents, in a brief and simple form, the chief events of our country's history, their causes and results. It will be found a valuable guide to a more comprehensive and detailed study of the subjects. It is an excellent idea to furnish carefully-prepared maps in a work of this kind, showing the growth of the country, and the scenes of her wars. A knowledge of the local geography is invaluable in the study of history. A full series of questions, classified in chapters, is placed at the end of the *Primer;* and the Declaration of Independence is also appended for handy reference.

— The International News Company, of New York, have become the agents for Ward & Lock's (London) new serial for self-educators; entitled *Universal Instructor*, or *Self Culture*, which is fully illustrated, and will be completed in thirty-six monthly parts, each 25 cents. This is a work of great educational value, and adapted especially for a large class in this country who desire to become well-informed men and women. The aim is to cover the whole field of practical knowledge. The best thought of the time, and all modern inventions and discoveries find expression, in the well-digested articles it contains. We commend it heartily to young men and women for home-study.

— Among the enjoyable books of the season is the last volume of Appleton's new "Handy-Volume Series" (price, 40 cents), entitled *Ralph Waldo Emerson, Philosopher and Poet*, by Alfred H. Guernsey. It is a combination of biography and selections from Emerson's writings. Mr. Guernsey makes his subject tell his own story as far as it is possible, and supplies the needed links to make the work complete. It will make the reading-public to know and appreciate the Sage of Concord better than it does now. These wisely-selected extracts from his works will afford an excellent opportunity of becoming acquainted with the literary style and philosophy of one of America's best writers and thinkers. The arrangement of the subject-matter is good, and the book is well made. D. Appleton & Co., New York and Boston.

— Houghton, Mifflin & Co. Boston, have just issued *Holmes' Leaflets*, for homes, libraries, and schools, compiled by Miss Josephine E. Hodgdon. Price, 50 cents. They are beautifully illustrated in the same general style as the *Longfellow Leaflets*, by the same competent compiler. There is nothing better published for reading at sight, and silent reading. For school use, as supplementary reading, they are exactly adapted. A timely memorial of President Garfield will be published by the same firm next week. Its title is, *Garfield's Words; Suggestive Passages from the Public and Private Writings of James A. Garfield.* The volume will, — "Little Classic" size, — be exquisitely printed and bound, and enriched with an admirable portrait and a memoir. The selections will contain all the notable passages in President Garfield's speeches, orations, magazine articles, and letters. The compiler is Mr. William Ralston Balch.

HORSFORD'S ACID PHOSPHATE

Makes a much more delicious acid drink than lemons or limes, at the same time giving to the system the invigorating phosphates.

"HE LOVED OUR CRAFT."

Not as for one who held with steady hand
The centered interests of his native land,—
Not for a leader lost, a patriot dead,
Alone our grief is spent, our tears are shed;
We mourn a mind at rest, a great brain stilled,
A noble intellect in madness killed;
He loved our craft of books, that give to man
The garnered thoughts that past and present span;
A tireless student still he read the page
That yields life-lessons both from wit and sage.
So, while we mourn our stricken ruler slain,
Our deeper loss but gives us deeper pain.

— *E. S. B., in Publishers' Weekly.*

MATHEMATICS.

All communications intended for this department should be directed to the Editor, Prof. E. T. QUIMBY, *Hanover, N. H.*

SOLUTIONS.

PROBLEM 171.—A horse is tied to a stake in the fence of a circular ten-acre lot. What length of rope is required that the horse can feed over one acre? J. E. L.

I shall suppose the horse tied to the inside of the fence. Put the radius of the field $= \frac{40}{\sqrt{\pi}} = r$, and let $x =$ the required length of rope; then $\int x \cos^{-1}\frac{x}{2r}\,dx = \frac{\pi r^2}{20}$; or, developing,

$$\int \left\{ \frac{\pi x}{2} - \frac{x^2}{2r} - \frac{x^4}{48r^3} - \frac{3x^6}{1280r^5} - \&c. \right\} dx = \frac{\pi r^2}{20}$$

Integrating and reducing,

$$\frac{x^2}{r^2} - \frac{2x^3}{3\pi r^3} - \frac{x^5}{60\pi r^5} - \frac{3x^7}{2240\pi r^7} = \frac{1}{5}$$

Extracting the square root of both members and reverting the resulting series, we find the value of $\frac{x}{r}$, and then of x.

Wapakoneta, O. WILLIAM HOOVER.

PROBLEM 176.—A jewsharp block two inches long tapers from each end to the other to an edge one-fourth of an inch thick and one inch long (without the grooves). Required the solidity.

Let the block be produced until the opposite sides meet. It then will be $3\frac{1}{3}$ inches long. Let $x =$ the distance of any point from the end of the block, and y the area of the transverse section at that point, then the solidity of the block may be expressed by the area of a curve whose co-ordinates are x and y, and whose equation is $y = \frac{1}{64}(30x - 9x^2)$.

Then $dy = \frac{1}{64}(30 - 18x)$. $dA = \frac{1}{64}(30x - 18x^2)$.

$$\int dA = \tfrac{1}{64}(15x^2 - 6x^3).$$

Giving particular values to x will give the area between the co-ordinate of y and the curve, which taken from the rectangle which contains the curve, will give the area of that part of the curve. Let $x = \frac{2}{3}$, the distance of the origin to the ordinate which represents the end of the jewsharp block, then the area of the curve equals $\frac{13}{144}$; and let $x = \frac{5}{6}$, the distance to the center; the area equals $\frac{125}{288}$; and $\frac{125}{288} - \frac{13}{144} = \frac{99}{2} - \frac{11}{32}$, the area of $\frac{1}{4}$ the area of the curve. $\frac{1}{16}$ sq. in. is the area of the whole curve, and $\frac{1}{16}$ cu. in. is the solidity of the block.

Another Method.—Cut from two sides of the block (not opposite) two pieces $\frac{1}{4}$ inch thick, the remainder will be a pyramid whose solidity will be equal to a pyramid whose base is a triangle 2 in. long and $\frac{3}{4}$ in. wide, and whose height is $\frac{3}{4}$ in., that is, $\frac{3}{16}$ cu. in. The parts cut off are equal together to a parallelopiped 2 in. long, 1 in. wide, and $\frac{1}{4}$ thick; that is $\frac{1}{4}$ cu. in. $\frac{3}{16} + \frac{1}{4} = \frac{7}{16}$ cu. in. *Ans.*

West Greenwich, R. I. JOHN W. RATHBUN.

[A solution has also been received from G. I. Hopkins.]

FOREIGN.

MUSIC IN SPIDERS.—The naturalist Buffon was considered by many persons to have uttered a heresy when he attributed to spiders a sentiment for music; but the following incident, to which many persons of undoubted credibility were witnesses, seems to give support to his statement: In a country house near Bordighera, on the Cornice road from Nice to Genoa, four gentlemen were recently assembled for the purpose of musical practice, and executed several quatuors and other pieces. Almost immediately after the commencement of the practice, which lasted more than an hour, two large spiders were seen descending from the roof and swinging on a level with the top of the window of the room where the musicians were practicing, in which position they remained until the musicians had entirely finished, when they remounted quietly to their post on the roof.

JAPAN.—A French writer states that in Japan animals are never ill-treated, and that those which are killed for food are slain as much as possible without suffering. Horses and oxen never go faster than a walk, so as not to fatigue themselves, and sometimes have a covering of straw to protect their hoofs. Hares, rabbits, wild boars, were formerly objects of great respect; but since the arrival in the country of Europeans, are chased as game. The cicada is petted and cared for in a cage, its harsh cry reminding the Japanese of the war-cry of their ancient heroes. When in 1876 an English merchant imported for the use of his children a little donkey, an animal until then unknown in Japan, crowds used to gather round the patient animal, admiring his beautiful ears,—similar, said they, to those of their gods,—and going into ecstasy over his bray, which they declared resembled the chant of their finest singers. One may say that the Japanese treat animals like men, or even better, for they never injure nor insult them.

PORTUGAL.—It is not often that one has the opportunity of recording anything like educational progress in Portugal, confessedly one of the most backward countries of Europe in this respect; and, therefore, it is with all the more pleasure that attention is now drawn to some evidences of life in the Iberian Peninsula. The illustrated *Revista da Sociedade de Instruccao de Porto* has an account of the exhibition of plaster-casts and models which has recently been given by the *Liceo de Oporto*, it being the first exhibition of the kind ever made in Portugal, exclusively pedagogical, and principally intended for the instruction and improvement of students in the art of drawing and designing. This collection, made under the direction of Señor Antonio Luis Teixeira Machado, professor of drawing in the Liceo of Oporto, was principally obtained from the Academy of the Government of Wurtemburg in Stuttgart, and comprises 126 plaster-casts, with 214 engravings from different publishers, and marks an important step in the course of educational progress. The *Boletin da Sociedade de Geographica de Lisbao* speaks of the progress of the Portuguese colonies in Africa, and of the efforts now making and to be made for their extension and more complete civilization. A public subscription has been opened to carry out the idea, in connection with the International Association, of which the King of Belgium is the president; and as the influence and aid of the Government are promised, it is probable that the plan of founding civilizing and scientific stations in Africa will soon be consummated. C. H. G.

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, N. A. LUCE, *Augusta, Me.*

— The Rev. G. Campbell, recently of Minnesota State Univ., has been appointed to the Stone professorship of Mental and Moral Philosophy in Bowdoin Coll., recently vacated by Prof. Ladd, who has gone to Yale. Prof. Campbell pursued a course of philosophical study in Berlin, and filled the chair of philosophy for a dozen years in Minnesota Univ.

— The Stone professorship was endowed with $50,000 by the Stone estate.

— The Maine Pedagogical Society, a professional association of teachers, is to hold its second annual meeting at Augusta, Oct. 13, 14, and 15.

— An incendiary fire at West Gardiner, Tuesday night, 27th ult., destroyed the high school building.

— Judah Dana, A.M., late prin. of the State Normal School at Castleton, and one of the most successful teachers of the State, opened an English and classical high school, on Tuesday, Sept. 13, at West Rutland. Instruction will be given in in the common and higher English branches, in ancient and modern languages, and drawing, at reasonable rates. A few young ladies will be received into the family of the prin. Application should be made early. Government: while the prin. will insist on good order as the essential of success in obtaining an education, he will encourage self-control as the basis of good citizenship in our republican government.

NEW HAMPSHIRE.

State Editor, D. A. CLIFFORD, *Manchester, N. H.*

The experiment which the Nashua School Board authorized Supt. Bent to try in grammar classes, of having each teacher devote herself to a particular theory, and go from room to room to teach it, has been in progress since the opening of this term, and is, so far, entirely successful. The advantage which scholars derive from the instruction of an expert, the variety which such an alternation of teachers gives to a school-room, and the relief from the monotonous method, which toward the end of each day bore heavily alike upon teacher and pupil, make this system worth a trial elsewhere.

— On the day of the President's funeral 1,200 Nashua school-children marched to the City Hall, where they listened to brief addresses, and sang appropriate music. None but the children were admitted to seats, and it was emphatically a children's meeting, where the lesson of the national calamity received thoughtful study.

— Tilden Sem., at West Lebanon, has opened its new year under Prof. E. Hubbard Barlow, with encouraging prospects. The great improvement made in the building (introducing steam, heat, etc.) will add much to the comfort of the young ladies, and the excellent board of instruction now employed will secure their greatest progress and culture.

VERMONT.

State Editor, C. C. BOYNTON, *Townshend, Vt.*

— Mr. C. S. Dennett (Dartmouth, '81) has just entered upon a very successful term at Bristol High School, of which he has recently been appointed principal. His school numbers 142, with promise of 20 or 30 more.

— Mr. Louis Vanderbilt Haskell, for three years prin. of Charlestown, (N. H.) High School, has resigned to accept a similar position in the Windsor (Vt.) High School, made vacant by the resignation of Prin. Shattuck, who has accepted the mastership of the Day st. Grammar School, Fitchburg, Mass. Prof. Chas. H. Spooner, late instructor in St. Augustine Coll., Cal., is engaged at Vermont Acad. in the department of mathematics and military drill. He is a graduate of Lewis Coll., Northfield, Vt.

TEACHERS' MEETINGS.

Interesting meetings of the Washington Co. Teachers' Assoc., and of the Rutland Co. Ed. Assoc., were held last week,—the former at Middlesex, and the latter at Rutland.

At the Washington Co. Meeting Supt. Dartt gave an address on the topic "Does it pay?" After alluding to the prestige New England owes to her free schools, he showed that free schools are a paying investment, considered financially. (1) They more than repay their cost in the better industrial products secured. At the great World's Fair in 1851, English manufactures received nine-tenths of the awards. Bonfires and illuminations celebrated England's supremacy in industrial pursuits. Sixteen years later, at the French Exposition, British manufactures received awards in only nine departments out of ninety. Parliament was alarmed, an investigation was ordered, and the report showed that the industrial scepter had been wrung from England by the *educated labor* of other countries. The great Education Bill followed, and a beginning was made for free schools in England. (2) Free schools pay socially. Villages of Vermont were mentioned whose population has been doubled by their reputation for good schools. Such an inducement attracts the best class of citizens. (3) Free schools are a paying investment for the individual. The farmer, mechanic, or professional man of the next generation must be better educated than his parents if he would succeed as well. In the sharper competition of an increasing population, the method of the present generation must go to the wall.

Dr. W. A. Jones, of Waitsfield, discussed the Town System of Schools, and said, some of the advantages of the town system are: Greater permanence in the tenure of school officers. Two members of the board are elected each year. This arrangement secures a majority of experienced men. A better class of teachers can be secured at the same expense. The frequent change of teachers is one of the most extravagant features of the old system. In one term the teacher can do little more than become acquainted with his school. More weeks of school. A more peaceful administration of the schools. Neighborhood quarrels cannot prejudice the board in case of trouble between the teacher and the scholars. The permanency of the board gives it greater influence, and is a protection to both teacher and pupil.

Mr. Jones was followed by J. H. Senter, Esq., who heartily indorsed the town system, and exposed some glaring defects in the district system.

The following officers were elected: *President*—Henry Priest, Barre; *Vice-Presidents*—T. D. Hobart of Berlin, Ivers Batchelder of Worcester, Jennie M. Thompson of Fayston; *Sec. and Treasurer*—F. E. Donahue, Moretown; *Ex. Committee*—J. Raymond Brackett of Montpelier, John H. Senter of Warren, T. C. Wright of Waterbury.

The meeting at Rutland was mainly for the purpose of organizing a society to be known as the Rutland Co. Ed. Assoc. A constitution was adopted which provides for two general meetings a year,—one in May or June and the other in September or October,—together with special meetings at such times as may be deemed advisable by the executive committee.

The following officers were elected for the year ensuing: *President*—J. J. R. Randall of Rutland; *Vice-Presidents*—H. W. Kittredge of Brandon, C. C. Churchill of Chittenden, F. R. Utley of Fairhaven, Calvin Granger of Poultney, Abbie E. Leonard of Castleton, Lola Lee Clemons of Clarendon, I. S. Hall of Pittsford, Mary A. Johnson of Sherburne, C. W. Brigham of Pittsfield, W. J. Sawyer of Sudbury, O. Cook of Mendon, W. H. Preston of West Haven, George Rustedt of Shrewsbury, A. W. Crowley of Mount Holly, Helen Bromley of Pawlet, James S. Goodspeed of Wells, Z. Jones of Hubbardton, Clark Norton of Tinmouth, D. H. Lane of Mount Tabor, Mrs. Joseph Rogers of Danby, Eben Perry of Ira, Chas. Brainard of Wallingford, C. E. Taylor of Middletown, R. D. King of Benson, Oscar Atwood, of Rutland; *Ex. Committee*—A. E. Leavenworth of Castleton, C. H. Dunton of Poultney, Ida J. Randall of Pittsford.

It was voted to hold a special meeting of the Association in the month of January next, at such place as the executive committee may designate.

The meeting was very well attended, and many prominent teachers in the county, of both sexes, were present.

MASSACHUSETTS.

State Editor, ALFRED BUNKER, *Boston*, (*Highlands*) *Mass.*

— We tender our sympathy to our Brother Magill, formerly of the Boston English High School, but now principal of Swarthmore Coll., near Philadelphia, which was destroyed by fire on Monday of last week.

— The Inst. of Technology, at Boston, has opened with an unusually large number of pupils.

— Joseph A. Allen, of West Newton, has been unanimously chosen by the trustees of the Westboro State Reform School, superintendent of that institution. This is an excellent appointment, and we trust Mr. Allen will consent to accept the position. He served as superintendent of this school from January, 1861, to April, 1867, and his reëlection is not only a high and deserved compliment, but, in some degree, an indorsement of his ideas of the management of this reformatory institution. He published a little book entitled *Reminiscences of the Westboro Reform School*, in which he outlined his methods of treatment of the vicious classes, which were sound in principle and which he had proved correct in practice. We hope the trustees will allow Mr. Allen to be superintendent *in fact*, as well as in name.

— Mr. R. L. Perkins has been engaged by the Young Men's Christian Association of Boston to give lessons in New Testament Greek at their rooms, on Monday evenings, through the winter.

— A large and enthusiastic institute was held by Sec. Dickinson, at Pepperell, Sept. 22 and 23, the attendance reaching 160. Among the members were several from New Hampshire towns. Equally interesting institutes were held at Spencer the same week, and at Plymouth last week. This week, Thursday and Friday, an institute will be held at Merrimac, and next week others will be held at Brewster and Provincetown, the former beginning Tuesday, Oct. 12; the latter, Oct. 14.

— H. I. Smith, Esq., has been appointed the New-England agent of Messrs. Clark & Maynard, New York, in place of Abram Brown, who, having been elected principal of the High School of Columbus, O., resigned the position. Teachers and friends of education in New England will find in Mr. Smith a worthy successor of Mr. Brown, who was highly esteemed by

all who became acquainted with him. Mr. Smith's office is at 111 Devonshire street, Boston, and school officers and teachers will find him a gentleman of ability and experience, who will present the claims of his publishers' admirable list of books to their attention with intelligence and candor. We wish him abundant success in his new position.

— Miss P. M. Whipple has been elected third assistant in the Pittsfield High School.

— Mr. Louis Parkhurst, of Athol (Dartmouth, '78), has been elected principal of the high school at Winchester, at a salary of $1500.

— A. E. Nolen, of West Brookfield, a graduate of Yale, heretofore a classical teacher in New Haven, Washington, and elsewhere, is to be sub-master in the Fitchburg High School, taking charge of the Latin and Greek.

— Mr. W. B. Crocker, of Barnstable, is to be principal of the Hancock School, Brockton, during the coming year.

— The schools of Fall River have outgrown their accommodations, and the demand now is for more school-houses and school-rooms.

— It is stated that Dr. Geo. C. Tarbell, of Boston, has bought a large farm in Dover, intending, with other Boston gentlemen, to establish there a home for idiotic children.

RHODE ISLAND.

State Editor, I. O. WINSLOW, *Providence, R. I.*

— A recent catalogue of the State and town officers for the school year 1881–82, shows that there are in the State 36 superintendents of schools, with salaries varying from $2,250 a year, paid in Providence, to $15.00, paid at Barrington.

— Impressive and interesting exercises appropriate to the death of President Garfield were held at the Providence High School on Monday, the 26th ult. Mr. Daniel G. Hoyt, the principal of the school, presided, and the platform was occupied by Rev. Daniel Leach, the supt. of public schools; Rev. Dr. Behrends, Rev. Dr. E. G. Taylor, Rev. Dr. Vose, Rev. E. M. Stone, Col. N. Van Slyck, chairman of the School Com.; Mrs. Chace, principal of the Girls' Dept., and others. Eloquent addresses were made by Prof. Greenough of the State Normal School, Dr. Behrends, Rev. Dr. E. G. Taylor, Col. Van Slyck, and others. Dr. Taylor, after emphasizing the lessons to be derived from the life of Prest. Garfield, closed by most eloquently calling the attention of the female portion of the school to the great lessons of culture, fidelity, high moral courage, and all the ennobling qualities of true womanhood to be derived from the patient endurance and trust of the noble wife of Prest. Garfield.

CONNECTICUT.

State Editor, CHARLES NORTHEND, *New Britain, Conn.*

— E. A. Freeman, the English historian, will lecture at Yale next December.

— The Chinese students have left Hartford for China. Among those who went away were some prominent young men. One was a senior in Yale Coll., and several others belonged to the lower classes. They all seemed to regret their removal. Many have made warm friends in this country, and all were desirous of completing the education begun under such favorable circumstances. The commission building was built six years ago, and, during this time, 120 students have been sent here for instruction. Two have died in Hartford, and are interred in Spring Grove cemetery. The building, which is now closed, will remain in charge of Mr. Yung Wing, who will not return to China until the new Chinese minister arrives in this country, which will probably occur in December.

— The commissioners have selected R. Warren Briggs, Esq., of Bridgeport, as the architect for the new Normal School building, and he is now busy in perfecting his plans. Mr. Briggs is one of the most accomplished architects in the country, having studied in this country and in Europe. The selection was a very judicious one. Mr. Briggs was the architect for the new and excellent High School building, now nearly completed, in Bridgeport.

EDUCATIONAL INTELLIGENCE.

CANADA.—In the recent intermediate and non-professional second-class examination, in the Province of Ontario, the total number of candidates was about 3,600, and the total number who passed was only 1,052, or not one in three; of these 68 took grade A, 329 grade B, and 455 grade C of second-class non-professional, and the rest took intermediate standing.

The percentage of the population attending the public schools in the three provinces of the Dominion of Canada are, as compared with other countries, according to the latest and most reliable statistics, as follows: Ontario 28 per cent., Quebec 19 4 per cent., Nova Scotia 20.02 per cent., Ireland 19 07 per cent., England and Wales 14.7 per cent., United States 18.7 per cent., Russia 11.54 per cent., and France 12.7 per cent.

As the surveys in Manitoba are made, it is found that sections which would be available for school sections are already occupied, it is said in not a few instances, by the Syndicate of the Canadian Pacific Railway for station grounds, and other purposes. Be this as it may, the acting-minister of the Interior has given notice that some specified sections, twenty-five in number, are withdrawn from sale and settlement, and are reserved for school purposes, in lieu of the school sections already occupied.

In very many localities throughout the Province of Ontario efforts are being made to introduce the half time system in the junior department of our public schools. By this system the youngest pupils attend school in the forenoon or afternoon, as may be arranged, for their classes. One teacher will thus perform the work of two; and judging from the experience of those places which have tried the plan, the Canadian children make just as good, or even better, progress than under the old system. Truly, "too much study is a weariness of the flesh." So think our friends across the border.

GEORGIA.—Prof. G. H. Bemus, one of the Board of Examiners of Perry Co., who has been teaching among the colored people of Marion for six years, reports great satisfaction in his work, and the cordial and prompt support of the people. The catalogue of his school showed a full attendance and an excellent course of study. Miss Burroughs and Mr. Miles are new teachers in the school. We are glad to receive reports from our readers, and shall use them as far as our space will allow.

Illinois State Editor, J. N. WILKINSON, *Decatur, Ill.*

ILLINOIS.—Peoria schools have abandoned the old plan of keeping a number of substitute teachers to be called upon only when regular teachers are absent, and employ, instead, five of the high-school graduates to assist in some of the crowded rooms, where they can, nevertheless, be spared to go elsewhere as substitutes when occasion requires. These teachers, by the instruction of the superintendent, and the practice they get as assistants, are fully prepared to take charge of a room at any time. The schools of the city enrolled, during the first week, 3,504 pupils. The high school has greatly increased its supply of school apparatus lately.

The Paxton Normal and Collegiate Inst. has added to its faculty a brother of Ridpath, the historian. Through the influence of this new professor, Paxton expects to have some lectures from members of the Asbury Univ. faculty.

Supt. A. W. Young, of McHenry Co., makes to the Board of Supvrs. a very full annual report. He has issued, during the past year, ten first-grade certificates to males, while he has examined 71; but he has issued

NEW BOOKS RECEIVED.

F. S. L.: *With Costs;* A novel; by Mrs. Newman.... *Ralph Waldo Emerson: Philosopher and Poet;* by Alfred H. Guernsey. Appleton's new Hand-volume Series. ... *Wit and Wisdom of Benj. Disraeli, Earl of Beaconsfield;* cl. New York: D. Appleton & Co.

Am. Version of the Revised New Testament (second ed.), with the Readings and Renderings preferred by the Am. Committee of Revision; incorporated into the text by Roswell D. Hitchcock, D.D.; cl., red edges; $1.00. New York: Fords, Howard & Hulbert.

Armstrong's Primer of United States History; for School and Family Use; with Maps; cloth. New York: A. C. Armstrong & Son.

The New American Advanced Speller. Philadelphia; J. H. Butler & Co.

Graded Problems in Arithmetic and Mensuration; by S. Mecutchen, A.M.; cloth. New American Series. Philadelphia: J. H. Butler & Co.

The Fate of Madame La Tour; a Tale of Great Salt Lake; by Mrs. A. G. Paddock; cloth. New York: Fords, Howard & Hulbert.

Holly and Mistletoe; by M. Abbott Rand: illus., illum. covers, 4to ...*Rip Van Winkle's Travels in Foreign Lands;* by Rupert Van West; illus. quarto, illum. covers. New York: T. Y. Crowell & Co.

Comstock's Elocution and Model Speaker; intended for the use of Schools, Colleges, and for Private Study: by Andrew Comstock, M.D., to which is added a complete Speaker and Reading-Book; by P. Lawrence; cloth. Philadelphia: T. B. Peterson & Bros.

Arne; by Björnstjerne Björnson; trans. by Rasmus B. Anderson; author's edition; cloth; $1.00. Boston: Houghton, Mifflin & Co.

Bachelor Bluff: His Opinions, Sentiments, and Disputations; by Oliver Bell Bunce; cloth. New York: D. Appleton & Co.

Elements of the Integral Calculus, with a Key to the Solution of Differential Equations; by W. E. Byerly, Ph.D.; cloth. Boston: Ginn, Heath & Co.

PAMPHLETS, ETC., RECEIVED.

Report of the Supt. of Education of the Province of Quebec for the year 1879-80; Gédéon Ouimet, Supt.

Acts Respecting Education and Schools in the Province of Quebec; 1881.

Holmes's Leaflets; for Homes, Libraries, and Schools; compiled by Josephine E. Hodgson; illus. Boston: Houghton, Mifflin & Co. 5o cts.

GOOD TIMES,

An Original Magazine of Declamations, Dialogues, Recitations, Tableaux, Selections, Charades, &c., &c.

CONTENTS OF OCTOBER NUMBER (JUST OUT).

Day-School Department:
Two Mothers.
The Old Almanac.
Rubber Boots.
A Little Story-teller.
An Autumn Ramble.
The Chickadee and the Aster.
Recitation.
Alfred the Great.

Sunday-School Exercises:
Mr. Moody's S. S. Concert.
Floral Recitation for Autumn.
The Vine.
The Child's Invitation.
God is Love.
"Lonely? No, not Lonely."

Mission Department:
"Go Ye, Therefore."
What Will You Do? | Give.

Temperance Entertainments:
Drinking Diamonds.
Temperance Physiology.
The Surrender.
Grapes and Corn.
Adam's Ale.
The Price of One Cigar.
You Conquer Me, Me Conquer You.

EDITOR, MRS. M. B. C. SLADE.

"GOOD TIMES for this month is more interesting than usual, and that is saying a good deal. Every teacher, and every household where there are children, should have it."—*Daily Gazette, Taunton.*

Price only $1.00 per year. Address THOS. W. BICKNELL, Boston, Mass.

Natural History Charts,

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S. J. WHEELER, 82 Clark St., Chicago.

Outlines of Determinative Mineralogy.

BY THE SAME AUTHOR.

These Outlines will prove of service to the young student. With this little manual in one hand, a hammer in the other, and a pair of stout shoes on his feet, he may make his tramps available for physical recreation and the gathering of useful and interesting information.—*The Maryland School Journal.*

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It presents a fund of information on the subject, heretofore attainable only by reference to expensive textbooks.—*The Teacher, Phila.*

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only three first-grade certificates to females, though he has examined 148. The ratios are, perhaps, about the same throughout the State. Ought these things so to be?

Prof. J. B. Webb, of the Illinois Univ., has just returned to Champaign, after spending on his studies three and a half years in France and Germany.

Prof. Forbes is fitting out an expedition to start from Grand Traverse, Mich., dredging the lake for scientific purposes.

Miss Wellington, of Moline schools, was unable to take her position at the opening of this year, and died soon after the schools opened.

Prof. Housel, of Muscatine, will teach music in Moline schools two days of each week, at $400 a year.

At the Ford Co. Fair, the first premium for graded school-work was given to Gibson City, and the first for ungraded to Melvin schools. Mr. Wetzell of the former place, and Mr. Clinchell of the latter, have both secured better positions in the same county for this year.

Seventy teachers of Tazewell Co. have petitioned the Board of Supvrs. to appoint S. C. Allensworth to another year's service as Co. Supt.

The Macon Co. Supvrs. have increased to two hundred fifty the number of days the Co. Supt. may be paid for.

Centralia schools start out well under the management of Supt. Elder, and at last accounts were needing an additional teacher.

Supt. Gilbert, of Clinton, has appointed Prof. Henderson to repair and enlarge the supply of high-school scientific apparatus.

Prin. McClenahan, of Knoxville, is popular as a lecturer on scientific subjects.

We learn that the Allen Acad. and Polythenic Inst., at Chicago, of which Ira W. Allen is president, opens the school year very prosperously.

IOWA.—The Normal Institutes have been better attended this summer than ever before in their history. This shows zeal on the part of Iowa teachers, a devotion to the cause that must add greatly to the efficiency of the teachers and the quality of the work which they will do. The instruction of those in charge of these institutes is of a higher and more useful character. A revival of the study of methods, and the principles upon which methods are founded, is a branch among our institutes.

Dr. S. N. Fellows, professor of Didactics in the State Univ., whose able articles in EDUCATION are alike creditable to the man, the university, and our profession in Iowa, has done royal work among institutes, lecturing upon Didactics.

There is a manifest increase of salaries throughout the Iowa schools. This is right, and encourages our best young people to enter the profession.

Prof. E. R. Eldridge, a professional institute conductor, has established a normal school at Columbus Junction, occupying a building erected and tendered Louisa Co. as a court house. It is expected that the school will prove successful.

Iowa needs at least two more normal schools under State control. One should be located in Northwestern Iowa and the other in the southwestern portion of the State. These schools should undertake only elementary work in didactical culture. There should be a course of study, which if pursued and completed, would entitle the candidate to admission to the State Univ. In brief, the course of instruction in scholarship and didactics should aim to fit teachers for elementary school work. Higher culture and better acquaintance in methods should be obtained in the State University.

INDIANA.—Asbury Univ. has this term matriculated, thus far, 374 students. By the will of Mr. Jesse Meharry, recently deceased, the Univ. received about $25,000; while ex Gov. and U. S. Senator Henry S. Lane, who also recently died, left to the Univ. his entire law and political library.

MISSOURI.—*The Platonist* is a new philosophical paper, edited by Thos. M. Johnson, of Osceola. He makes the following statement: "*The Platonist* is not self-sustaining. The cost of publishing an edition of a number exceeds $100; and only a very small amount has been received from subscriptions. The editor has, so far, defrayed the expenses of publication from his own resources, without any assistance. This he will be unable to do much longer, and he therefore appeals to the scholarly and philosophic classes, for whose good he is laboring without desiring or receiving any pecuniary compensation whatever, to assist him in putting *The Platonist* on a sound financial basis. You are therefore respectfully solicited to aid *The Platonist* in some of the following ways: (1) By sending a contribution to the "Platonist Fund." (2) By subscribing for as many copies as you can conveniently take, and forwarding the money for the same at once. (3) By inducing others to subscribe. It is hoped that you will at least subscribe yourself, and remit the amount of your subscription. The editor looks solely to the *true* scholars and thinkers of this age for sympathy and coöperation in his arduous work of promulgating the Platonic Philosophy." [We take pleasure in commending this new journal to our readers, and hope that some will feel disposed to aid Mr. Johnson in his excellent undertaking.]

NORTH CAROLINA.—The drought that befell this State, in common with other Southern States, will, no doubt, seriously retard the progress of the public-school system the coming year. A year of general depression is anticipated in many localities. Among the poor there may be actual suffering and destitution. A craving for bread and hunger for knowledge do not go together. From what we learn thus far of colleges and select schools, the outlook is not so unfavorable, due, perhaps, to the fact that the failure of crops does not cripple the plans of the higher classes so readily as of the lower. The dead weight on the State school system is an unwillingness to allow local taxation for school purposes,—the altogether too prevalent sentiment among the higher classes expressed in these words, —"I don't want my property taxed to educate other men's children." That saying and sentiment is the sepulchral stone forbidding the rise of *efficient* public schools among us. Need I say there are many inquiring, Who will roll us away the stone? Buried and sealed as popular education has been by caste system, we now feel that its rising hour has dawned. The overwhelming tide of American and modern Christian civilization will animate this region with new life and sentiment, and common schools will yet make glad the hearts of young North Carolina children, as they do those of the North and other advanced nations. G.

TENNESSEE.—The Martha's Vineyard Summer Institute was honored by five representatives from Memphis: Miss Clara Conway, Florence Acree, Grace Lewellyn, Sophia Garaunt, and Augusta Tovell, are among the most progressive teachers of the South, and their experiences in Massachusetts have been of great value to them. So they all tell us. Miss Whitehurst and Miss Rains represented Nashville.

TEXAS.—The State is growing, not alone in prosperity and population, but also in culture (says a correspondent of the N. Y. *Sun* of Sept. 11). Hitherto one of the great drawbacks to the State has been the lack of a free school system. Now this evil has been done away with, and last week it was decided by an election that the free school system should be inaugurated at once, and a State Univ. be established at Austin. But, even with this disadvantage, the State, in proportion to her population, does not make such a poor showing. Out of the 266,709 children from 8 to 14 years of age, 67,027 cannot read. Of this number, 36,294 are white, and 30,733 colored. Of these, 15,628 white, and 10,751 colored children are under 8 years of age, at which age reading is hardly to be expected. In 1850 the population of the State was but a little more than 200,000; now it is more than a million and a half.

FOREIGN.—The Catholic press claims an increase of Catholic as against State schools in Belgium. In the Province of Antwerp they have 63,469 children and 13,146 infants in these schools. In the Province of Limbourg they have in all 26,831 against 7,526 in the State schools. The Jesuits have in Belgium twelve colleges, in which there were 5,106 students at the beginning of the scholastic year; of these 1,362 are in the elementary class.

Middle-class education in England has only recently been organized as a department of connexional work, but efforts in this direction have already produced fruit. The first schools, those at Truro and in Jersey, have prospered beyond expectation. A third school, situated at Bury St. Edmunds, began its second term in May last with 24 boarders and 19 day pupils, and promises well.

The favorite method in girls' schools, in Germany, of introducing the study of history by a course in the legends of the heathen mythology, is in strict keeping with the European notion of the education of women. The girl is assumed to be a creature all compact of sentiment and imagination, with certain possibilities of secondary, intellectual life. Hence in her school training she must be approached exclusively along the highway of the sentiments and imagination. This theory prevails elsewhere besides in Germany.

The Univ. of Munich, in Bavaria, has conferred the degree of Doctor of Philosophy on Mr. Alfred Emerson, a young American student but twenty-two years of age.

It is reported from China that the students were recalled from this country because of the advice of the new Chinese Comr., who is a very conservative man, and who reported that the young men had adopted all the bad customs of America. In this connection, a recent statement of the Hartford *Courant* is of interest: "When they have entered a school or college, or taken up a study, they have forthwith proceeded to step to the head of the school, and to master the whole of the study. It has been amazing to see how, in a strange country, speaking a foreign and peculiarly difficult language, they have managed, in so many ways, on so many occasions, to beat their American boy associates."

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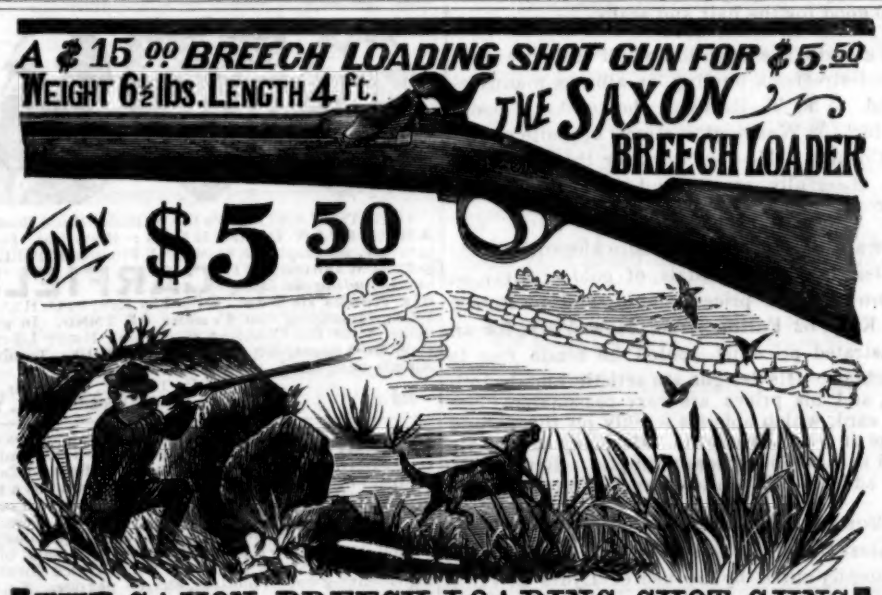

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